



Michael Faraday Elementary School / Plan summary

2018-2020 plan summary

Team

Name	Role	Email	Access
Thalia Moore	Teacher	tmoore2@cps.edu	Has access
Kimbrolee Manuel	teacher	ktpatton-manuel@cps.edu	Has access
Kendrick Coleman	Attendance Coordinator	kdcoleman@cps.edu	Has access
David Groves	Teacher/3rd	dwgroves@cps.edu	Has access
Darlene Shorter	Counselor	dmylons-shorter@cps.edu	Has access
Carmen Rice	LSC	carmenrice81@yahoo.com	Has access
Anthony Maloni	Teacher/Health	ajmaloni@cps.edu	Has access
Barbara Grayer	SPED Teacher	bagrayer@cps.edu	Has access
Claudette Singleton	Primary SPED teacher - 1st/2nd	csingleton@cps.edu	Has access
Mark Hayes	5th grade Math Lead	mdhayes2@cps.edu	Has access
Sheryl Sanjuanquin	4th grade teacher	Slsanjaquin@cps.edu	Has access
Tangie Williams	1st primary	tdwilliams23@cps.edu	Has access
Aniya Pullam	7th grade scholar student	alpullam@cps.edu	No Access

Gerald McDonald Security gmcdonald@cps.edu No Access

Team meetings

Date	Participants	Topic
02/23/2018	Dr. Williams, Mr. Coleman, Mrs. Shorter	SEF-Introductory Meeting
03/10/2018	Dr. Williams, LSC, Ms. Singleton, Mr. Maloni, Mr. Coleman	Attendance
03/30/2018	Dr. Williams, Ms. Grayer, Ms. Singleton, Mr. Johnson, Mrs. Shorter	Diverse Learners, Literacy & Math
04/12/2018	Dr. Williams, Ms. Moore, Mr. Groves, Mrs. Manuel	Faraday Scholars After School Program & Math
03/20/2018	Dr. Williams, Ms. Moore, Mr. Coleman	Attendance, Saturday School
04/26/2018	Dr. Williams, Mrs. Shorter, Mr. Coleman, LSC	Restorative Justice, Attendance

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

1 2 3 4

It's a Great Day at Michael Faraday is more than words. This vision is communicated at the answering of each phone calls. Visitors, parents and all stakeholders know that "It's a Great Day at Faraday". As a school, the collective responsibility of communicating that goal is immediately shared. We own this slogan, we share the responsibility of this slogan which is our guiding force behind all instructional purposes.

The principal and teachers, as well as many parents and students, participate together as mutual learners and leaders in the forward movement of the school. The teachers and the LSC have worked to develop a shared vision of core values in which the school is driven by.

Teams have established goals for student achievement (at the school, grade, and classroom levels). Strategic plan alignment with action items (with markers of accountability) is revisited quarterly to determine effectiveness. Core instruction is aligned to the Common Core standards and consistent check-points and data walls are developed to chart the movement of students.

Administration and ILT analyze school data to set academic goals and strategically plan to improve in all areas outlined in school's priorities. A theory of action has been developed to differentiate tasks in order to provide engaging, rigorous, and scaffolded learning opportunities for all students. There are clear and measurable goals when it comes to NWEA MAP/MPG, but there are still student performance gaps that need to be addressed through vertical collaboration. Student performance is communicated via classroom newsletters, banners and posters throughout the building, parent informational meetings are held for parents to share student progress as well. Stakeholders (parent, students, members of the community, and external partners) have come together to develop a shared vision and mission for Michael Faraday School, especially the goal of Social and Emotional. Parents are emerging as an important piece by sharing ideas and setting goals, conferring with teachers, and forging the links between school, home and community resources.

Guide for Leadership & Collective Responsibility

- Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.

- Consider the demographics of the school community in developing a shared vision.
- Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
- Consistently use informal and formal opportunities to champion and articulate the vision.
- Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
- Ensure the school's identity, vision, and mission drive school decisions.
- Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
 - Build shared leadership structures and opportunities for job-embedded leadership training and development.
 - Capitalize on the leadership skills of others.
 - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
 - Master skills associated with large-scale strategic planning processes and implementation of such plans.
 - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
 - Model ambitious goals for teaching and learning for all students, including priority groups.
 - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
 - Buffer staff from external distractions to the school's priorities and goals.
 - Limit school improvement goals to a few high leverage activities.
 - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1 2 **3** 4

Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): ILT membership, Grade/Course team lead, MTSS team, Committee chair or membership, Mentor teacher, Curriculum team, Coach, Family liaison, Data team, , CIWP team, Union representative,* Each teacher has equity of voice in grade/course, ILT and whole staff meetings.

The ILT team primary focus is to take a laser look at all the data that drives the academic progress and success of students. Attendance data, Interim Assessment Data, On-track, Off-track data, keep the focus of all work on improving student achievement in alignment with the CCSS, district mandates and goals and the mission and vision of the school. The ILT lead the school in implementing the core components of the instructional focus which includes on-track /off track data, student attendance, student discipline and student awards. The ILT team meets bi-weekly to track the school's progress toward meeting the CIWP goals and implementing the action steps.

2. Helps grade level teams use student performance, attendance, and discipline data to inform instructional decisions
 3. Communicate its work and decisions to grade level teams, post minutes in faculty and staff lounge and communicate information to LSC. The team fosters a culture of continuous and collaborative reflection and learning and best practices.

The ILT follows the effectiveness rubric during all meetings.

ILT meetings are on a shared drive that ensures all members have access to meeting dates.

ILT keeps records of agendas, protocols and minutes for all members to access at any given time.

The ILT team collects student artifacts from teachers to examine student work, to make sure that the curriculum; instruction; and assessment are all aligned to common core state standards.

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

Professional Learning:

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

Score

1 2 **3** 4

Professional Learning Summit, Network 5 Literacy and Math Pacing Guides, Small Group Instructional Monitoring Tools

Offer ongoing, sustained learning. • Follow up workshops with support and coaching. • Target selected practices. • Open classroom doors. Teachers participate in Problem of Practice (DOK) professional learning about a targeted instructional area, which is Webb's Depths of Knowledge Questioning. Teachers are allowed to begin to practice what they have learned in their classrooms. Teachers receive professional readings on a weekly basis-biweekly basis, and additional support from previous trained teachers. Teachers will begin to schedule time to observe each other using the newly learned small group instruction with Depths of Knowledge strategies. The instructional leadership team and grade level individuals will begin to visit classrooms on targeted learning walks to see what additional training or support teachers need. Seasoned teachers will schedule time to observe teachers and give feedback. Teacher collaboration teams will meet regularly to discuss implementation of the new practices and the impact of the practices on student learning by looking at student work and course assessment data. After what the team considers "safe practice", the instructional leadership team will visit all classrooms to measure the level of implementation of the powerful practices across the school. Modification of the plans for the next cycle will be based on the data received.

Teachers seek opportunities for professional growth to enhance content knowledge and pedagogical skill to critique their craft by requesting PD's and suggesting Depths of Knowledge videos and Understanding by Design planning information.

Teacher regularly collaborates with and provides/receives support to/from colleagues.

Teachers participate actively in team based meetings that advance student learning and makes substantial contribution to the school leadership team. Teachers informally evaluate one another and accept and consistently use feedback from colleagues and administrators to improve practice.

Guide for Professional Learning

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none">✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda?✓ PD agendas, PD feedback surveys✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	<ul style="list-style-type: none">✓ SQRP Attainment and Growth✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	82. Observes and Evaluates Staff and Gives Feedback to Staff 86. Professional Development Provided for Staff

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

- ✓ [Teaching the Teachers](#)
- ✓ [Making Better Use of Research](#)
- ✓ [Upcoming Professional Learning Opportunities](#)
- ✓ [Framework for Teaching PD Modules](#)

Aligned Resources:

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

Score

1 2 3 4

The school's daily schedule allocates time for differentiated and tiered instructional practices that promote optimal learning opportunities for all students. The school will continue to provide scheduling that promotes meaningful teacher collaboration during the school day. Adjustments have been made to ensure reading blocks are sacred and grade level teacher collaboration time occurs weekly. Newly purchased curricula (Engage NY modules reading, Envision Math and Connected Math, Achieve Science) ensures that all students have equitable access to rigorous and challenging curricula in every grade and subject. All classrooms are led by highly qualified teachers, that provide engaging instruction that challenges and supports all learners. Weekly and quarterly benchmark milestones are built into monitoring academic program implementation and impact. The MTSS design is adjusted to implement a system to identify and prevent gaps and provide appropriate instruction and intervention for all students. Students are engaged in targeted activities to close existing gaps unique to specific subgroups of students that continue to struggle with academic achievement. External resources and community based agencies (Restorative Justice and Community In Schools) are working closely with students with identified Social and Emotional target areas. Teachers and support personnel are hired based on an analysis of school and student needs in accordance with the school budget. Interviews are conducted by team teachers and administration, questions are designed based on position available. Candidates are often asked to provide a lesson demonstration/scenario with students prior to an offer is extended.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
	<ul style="list-style-type: none"> ✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
Suggested Evidence	<ul style="list-style-type: none"> ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Aligning Resources with Priorities: Focusing on What Matters Most ✓ Instructional Supports ✓ Strategic Source Vendor List ✓ CPS Instructional Time Guidelines: Elementary School Overview ✓ CPS Instructional Time Guidelines: High School Overview ✓ CPS Instructional Block Guidance: K-2 Literacy ✓ CPS Instructional Block Toolkits: Math

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

1 2 3 4

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

Grade level teams develop a scope and sequence based on the CCSS that outline the units of instruction and align them to the CCSS. Curriculum maps for content areas are designed school-wide by focus teams to create a spiraling curriculum. Lesson plans reflect differentiation to meet the needs of all learners within the framework of grade level appropriate curriculum. MTSS binders are created for students that needs Tiered Instruction as well as Data to Instruct Lesson plans (used by paraprofessionals in small group support periods). Teachers continue to create units of study that address the CCSS and follow the Learning Continuum to ensure students are receiving the instruction at the starting point of their deficiency in an effort to build from that point. Based on reports from the SQRP team feedback - additional structured time needs to be allotted for continued vertical planning for pre K and kindergarten alignment and planning. All grade level teams research and utilize supplemental resources to expose students to increasing level of text complexity. Research based instructional materials as well as supplemental resources (including leveled texts) are incorporated to support all students inclusive of above-level learners and diverse learners. The school is working on tightening the system of CCSS mastery reporting.

Guide for Curriculum

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

- Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
 - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
 - Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ 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

Lucy Calkins Guided Reading and Lucy Calkins Writing Workshop are researched based instructional materials as well as supplemental resources (including leveled texts) that will complete the new instructional materials designed to meet the needs of the students for 2018-2020 school years. These materials are incorporated to support all students inclusive of above-level learners and diverse learners. As the Faraday Student Council grow and well as leadership representation on the LSC more choice of their spoken materials will be added.

Guide for Instructional Materials

Instructional materials (including technology) are.....

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

interest and motivation – for engaging and learning.

- Students make choices about instructional materials as part of learning.
- Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
- Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

Score

1 2 **3** 4

Teachers meet during collaboration meetings to determine review the mindful practices established by the rigorous task. The examination of student work and what constitutes the level of rigor is a work in progress. Teacher teams are examining student work across the content and are beginning to develop a rubric to measure the level of complexity. Student focus groups is a goal for 2018-2020 as a measure of examining peer work and providing authentic useful feedback. Principal Scholar's students are beginning to work with 4th grade students to promote student focus group and develop measures to examine pieces of student work to provide feedback.

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	1.d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Teaching for Robust Understanding in Mathematics (TRU Math) ✓ Math Practices: What to Look For (Observation Tool) ✓ Checking In: Do Classroom Assessments Reflect Today's Higher Standards? ✓ Student Work Protocol (SGWP) ✓ Slice Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

Score

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

1 2 **3** 4

The school promotes opportunities for parents and students to become aware of college and career areas through the 5Essentials Survey, each teacher college is highlighted outside their classroom and various days are scheduled for teachers and support to College and Career Awareness. College graduates come to school to speak to students about the importance of grade, persistence and endurance throughout high school in an effort to reach that college goal. Parents and community members are regularly invited to share career their college experience and coach several teams throughout the school year. The school's academic program promotes independence, collaboration, higher-order thinking skills and creativity. The Principal provides students with information about various high school opportunities such as magnet, selective enrollment, arts focused programs, specialty programs in math, science, technology, as well as IB and AP programs. The school will organizes a high school fair and/or high school visits for exposure and informational purposes. Informational meetings are held for parents regarding opportunities and the application process. Students attend investigation days and shadow high school students when opportunities arise.

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	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships awarded ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	<ul style="list-style-type: none"> Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	<ul style="list-style-type: none"> 2b. Establishing a Culture for Learning
CPS Performance Standards for	<ul style="list-style-type: none"> C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> ✓ Everything College ✓ CPS Authority Framework ✓ Preventing college plans from melting away ✓ To & Through Project ✓ Redefining College & Career Readiness ✓ College Scorecard 	<ul style="list-style-type: none"> ✓ CPS College Persistence Toolkit ✓ Meaningful Linkages Between Summer Programs, Schools, and Community ✓ From HS to the Future (CCSR, 2006)
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 2 **3** 4

Teachers implement data driven and differentiated instructional practices to promote high levels of student engagement and learning. Teachers rely on summative and formative assessments to target student needs. SMART goals are developed and assessed at five week check points to determine student mastery and progression level. Patterns and trends are reviewed and at that point diagnostic, summative and formative data is analyzed to determine intervention plans that address individual student needs. Objective based learning is the foundation for helping students attain mastery of standards. Above-level learners and diverse learners are challenged to meet their growth targets through scaffolded instruction.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
 - Guide students to articulate the relevance of the objective(s) to learning.
 - Anticipate possible student misunderstanding.
 - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
 - Enable students to contribute to extending the content by explaining concepts to their classmates.
 - Build on students' language development and understanding of content.
 - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
 - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level

- thinking and discourse, and promote metacognition.
- Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
 - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
 - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
 - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
 - Provide targeted supports to individual students or groups of students based on their identified needs.
 - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
 - Monitor progress and check for understanding for individual students.
 - Change instructional practice based on analysis of current data.
 - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
 - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

Evidence, Measures, and Standards

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

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

Electronic classroom, grade-level and school-wide reports of NWEA/MAP, Dibbles/TRC and Mclass Math results are available for immediate feedback and analysis. Each grade level administers benchmark and unit assessments to monitor student learning and drive differentiated instructional practices to challenge and engage all students. Students' mastery of standards is measured through various formative and summative assessments. These include written and performance-based assessments such as student work, weekly and unit tests, projects, constructed and extended response, running records, and fluency snapshots. Most teachers need to utilize additional long range projects and performance based assessments.

Guide for Balanced Assessment & Grading

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

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

Evidence, Measures, and Standards

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

Multi-Tiered System of Supports:

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

Score

1 2 3 4

The school has established an MTSS team. The MTSS team meets on a monthly basis and has created a systematic approach to the MTSS process. Teachers have been given professional development in MTSS and new staff members have also been trained in the process by members of the MTSS team. Monthly grade level meetings are focused on data results Interventions include small group, or one on one support. Many teachers have also been implementing Tier 2 and Tier 3 interventions through after school tutoring, this ensures that students are receiving the full instruction during the day and additional support outside of the instructional day.

The school administration and teachers established a Theory of Action based upon skill deficiencies determined by summative assessment results. The school has a year-long plan for whole staff professional development. The school is continuing to make progress towards focusing professional development on the Theory of Action. Professional development is relevant to the roles of the teachers. School personnel that works with the teachers are given tracking devices to monitor student progress.

Guide for Multi-Tiered System of Supports

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

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

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 **3** 4

All teachers provide a well-rounded instructional program to ensure that students have the necessary skills to succeed in post-secondary success. The school provides intentional programming to help students develop strong content knowledge and skills. In addition, we encourage students to be adaptable individuals who value and understand the perspectives and cultures of others. Students also have multiple opportunities to create, experience and appreciate the arts as well as develop their technology skills to prepare them for the 21st century work force and society. Staff provides a safe, nurturing school community and environment in which all feel welcome. Staff models and promotes with all students an atmosphere of nurturing and respect.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

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

Relational Trust:

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

Score

1 2 **3** 4

According to the 5 Essential survey, relational trust is an aware that the school continues to build upon. A 5 Essential committee was developed to address concerns and develop avenues in which everyone has an equitable voice in school choice, design and focus.

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

Score

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.

1 2 **3** 4

A student interest survey was sent out to all students at the beginning of the school year Students participates in extracurricular activities designed to build their academic, social and emotional needs.

Guide for Student Voice, Engagement, & Civic Life

Study politics

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

and impact school policy and decisions.

- Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
 - Authentically **interact with civics leaders**
 - Students learn about community, city, state, and national civic leaders and their roles in civil society.
 - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.
- **Engage with their community**
 - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause
 - **Take informed action** where they work together to propose and advocate for solutions.
 - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
 - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
 - Experience a **Schoolwide civics cultur**
 - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
 - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
 - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
 - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ▪ IVCMS Student Survey completion rates and results ▪ Artifacts from student-run organizations and events (including SVCs) ▪ Meeting minutes/agendas that include student participation ▪ Policies regarding student engagement in decision-making ▪ Service learning reports and/or reflections of SL projects ▪ Unit and curriculum maps, rubrics, assessment artifacts ▪ Evidence of student work ▪ Democracy School recognition
Measure	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA, HST Standards

Safety & Order:

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

Score

1 2 **3** 4

According to the 5essentials survey most students feel safe inside the school. The school has executed to date seven drills and conducted the EMT training for all staff members.

Guide for Safety & Order

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ MVMS score – “Safety” ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey “Safety” score
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	Social Emotional Learning Supports (cps.edu/sel)

Restorative Approaches to Discipline:

Score

1 2 **3** 4

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

The school is in the second year of full implementation with Restorative approaches to discipline. In lieu of suspension students participate in Restorative practices conversations and group reading to promote social well-being and development of consistent socially acceptable social skills. Walk it out, wait it out, talk it out is a course of action designed to help students cope with anger issues or concerns. A weekly parent training session was provided by our external partner as well as group meetings with students.

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

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

Parent and Family Partnership:

Score

1 2 **3** 4

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

Michael Faraday has a strong PAC,PLN base that work with developing the mission and vision of the school and ensuring that the goals of the school and day to day operation continues to run smoothly. Parent workshops and group sessions meet regularly to ensure the parents in the community are well-informed about the practices that occur at school. School hosts back-to-school orientation and presents to families the school vision and mission, academic goals and priorities and budget. Teachers host Open House for families to provide information on classroom expectations, the grading system, and to share existing instructional practices that ensure differentiation and academic rigor. Teachers include written grade level expectations and grading scale in their newsletters sent home. Most teachers provide families with benchmark assessment results immediately which include goals and strategies for 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

EVIDENCE, MEASURES, AND STANDARDS	
	<ul style="list-style-type: none"> ✓ Examples of communication methods and content ✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc. ✓ Outreach efforts
Suggested Evidence	<ul style="list-style-type: none"> ✓ Documentation of responsiveness to Parent Support Center concerns raised ✓ Event agendas, flyers ✓ Fundraising activities and amounts (if applicable) ✓ How does the school honor and reflect the diversity of families including language and culture?
Measures	<ul style="list-style-type: none"> ✓ Five Essentials Score – Involved Families ✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
Five Essentials	Involved Families
MTSS Framework	Family & Community Engagement
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Parent Support Centers ✓ Parent University ✓ Parent Portal

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus \emptyset = Not of focus
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 \emptyset
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 \emptyset
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 \emptyset
3	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 \emptyset
3	Expectations for Quality & Character of School Life: Parent and Family Partnership	1 2 3 4 5 \emptyset
3	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 \emptyset
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 \emptyset
3	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 \emptyset
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 \emptyset

Goals

Required metrics (Elementary)

18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
The growth goals shows the average group for the 2018-2020 school year.	89.00	9.00	85.00	87.00	92.00
National School Growth Percentile - Math					
The growth goals shows the average group for the 2018-2020 school year.	82.00	1.00	65.00	70.00	80.00
% of Students Meeting/Exceeding National Ave Growth Norms					
The growth goals shows the average group for the 2018-2020 school year.	58.60	40.40	75.00	80.00	90.00
African-American Growth Percentile - Reading					
The growth goals shows the average group for the 2018-2020 school year.	89.00	10.00	85.00	87.00	92.00
Hispanic Growth Percentile - Reading					
Not enough students to measure for growth.	(Blank)	(Blank)	0.00	0.00	0.00
English Learner Growth Percentile - Reading					
Not enough students to measure for growth.Population is not present at Michael Faraday	(Blank)	(Blank)	0.00	0.00	0.00
Diverse Learner Growth Percentile - Reading					
The growth goals shows the anticipated growth for the next two years.	99.00	1.00	70.00	75.00	80.00
African-American Growth Percentile - Math					
The growth goals shows the anticipated growth for the next two years.	83.00	1.00	70.00	75.00	80.00
Hispanic Growth Percentile - Math					
Not enough students to measure for growth.	(Blank)	(Blank)	0.00	0.00	0.00
English Learner Growth Percentile - Math					
Not enough students to measure for growth.	(Blank)	(Blank)	0.00	0.00	0.00
Diverse Learner Growth Percentile - Math					
The growth goals shows the anticipated growth for the next two years.	81.00	1.00	60.00	75.00	85.00
National School Attainment Percentile - Reading (Grades 3-8)					
The growth goals shows the anticipated growth for the next two years.	56.00	26.00	75.00	85.00	87.00
National School Attainment Percentile - Math (Grades 3-8)					

The growth goals shows the anticipated growth for the next two years.	35.00	11.00	75.00	85.00	87.00
-----------------------------------------------------------------------	-------	-------	-------	-------	-------

National School Attainment Percentile - Reading (Grade 2)

Second grade is working more effective with the use of the Small Group Monitoring Tools and pacing guide. In addition 2nd grade students are performing well on interim assessments as well as weekly assessments. A more structured focus on meeting the needs of the individual students through the use of MAP Skills and Kahn Academy will be the catalyst to drive success for that grade.	22.00	12.00	60.00	65.00	75.00
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------	-------	-------	-------	-------

National School Attainment Percentile - Math (Grade 2)

Second grade is working more effective with the use of the Small Group Monitoring Tools and pacing guide. In addition 2nd grade students are performing well on interim assessments as well as weekly assessments. A more structured focus on meeting the needs of the individual students through the use of MAP Skills and Kahn Academy will be the catalyst to drive success for that grade.	56.00	16.00	60.00	65.00	75.00
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------	-------	-------	-------	-------

% of Students Making Sufficient Annual Progress on ACCESS

Not enough student to measure for growth.	(Blank)	(Blank)	0.00	0.00	0.00
-------------------------------------------	---------	---------	------	------	------

Average Daily Attendance Rate

Attendance goal is 96%. The school has increased its knowledge in how to clear dashboard errors on a daily basis and monitor student daily attendance in a more effective way. Considerable time is use to communicate with parents the importance of daily attendance. The school community has developed a climate of change as it pertains to daily attendance. Success can be readily seen in a drop in Chronic Absenteeism from previous years of 12.3% to the current 7.5%. The effectiveness of our strategies can also be outlined in the decrease in Chronic Absenteeism: School staff has created an Attendance Team to develop ideas and implement action items that increase student attendance and increase positive relationships with our families. The team maintains a Teacher Attendance Tool-kit. This Teacher Toolkit provides teachers easy access to time-saving resources which nurture a habit of excellent attendance allowing students to truly benefit from what is being taught in the classroom. The kit includes parent-teacher communication logs, scripts and suggestions for effective teacher-parent conferences, classroom incentives for perfect and exemplary attendance, and articles and clip-art to be used in teacher newsletters to families. Professional development units have been presented to ensure that pertinent staff members know how to navigate CPS attendance web resources pertaining to tracking and maintaining daily attendance records. An email alert system has been put in place to notify members of the attendance team when chronically absent students are tardy or absent. We currently partner with two different organization which bolster the effectiveness of our attendance initiative. Knock at Night and Restorative Justice are crucial in that they assist school staff in identifying students with problems through their attendance patterns and work with them and their families to develop support plans that will help them stay in school. They also visit students' homes to assess environmental factors and identify barriers that contribute to high absenteeism. These counselors help families and schools to develop strategies aimed at improving school attendance. School-wide we continue to promote enthusiasm through-out the community by incentive's students and families with perfect attendance, exemplary attendance (98%) and those whose attendance rates are on the rise.	94.80	94.60	96.00	97.00	97.00
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------	-------	-------	-------	-------

My Voice, My School 5 Essentials Survey

Expected results 5	(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...

Rigorous Students Tasks: If we understand how rigor, relevance and relationships support effective instruction

improve our instructional methods that serve all tiers of students using CCSS curricula, that 's rigorous, and teach in a differentiated manner designed to meet the learning needs of each student,

...then we see...

a shift in teaching from managed based teaching to relationship-based teaching

through unpacking of the Common Core State Standards and the specific learning targets designed to meet the individual needs of the students. Effective teaching the CCSS with fidelity, authentic assessments, engaged in student learning that includes analysis of student work and peer observations.

...which leads to...

mastery of standards as measured by NWEA growth and attainment percentiles.

Anticipated goals:
 60% of the 2nd grade students will score at or above the 60% percentile on NWEA Reading and Math
 70% of 3rd grade students will score at or above the 50% percentile on NWEA Reading and Math
 70% of 4th grade students will score at or above the 60% percentile on NWEA Reading and Math
 75% of 5rd grade students will score at or above the 50% percentile on NWEA Reading and Math
 70% of 6th grade students will score at or above the 50% percentile on NWEA Reading and Math
 70% of 7th grade students will score at or above the 60% percentile on NWEA Reading and Math
 70% of 8th grade students will score at or above the 60% percentile on NWEA Reading and Math

each goal is expected to increase by 5% for the following years.

2018, 2019, 2020

Tags:

Literacy/Reading, Rigorous tasks, Ccss, Lesson planning, Standards-based instruction, Rigorous instruction, Academic achievement, Achievement rigor

Area(s) of focus:

1

Action step

Provide professional development on rigor/relevance framework - teachers will set expectations for student learning that is rigorous, independent, and applicable in the real world. Teachers will plan and collaborate using the Network Pacing Guide and develop quarterly thematic units of study aligned to the Common Core Standards.

Responsible

Dr. Williams
 Mrs. Grayer, Mr. Johnson, Ms. Singleton
 Ms. Moore, Mrs. Manuel, Mr. Hayes, Mr. Groves,
 Ms. San Juaquin, Mrs. Williams

Timeframe

Jul 16, 2018 to Aug 31, 2018

Status

On-Track

Ccss, Lesson planning, Collaborative teachers, Unit plans, Pacing guides

One to one teacher conference w/students about his or her work in progress. Building engaging meaningful conversations around student's work in progress.

Ms. Moore, Mr. Hayes, Ms. SanJuaquin, Mr. Groves

Apr 2, 2018 to May 11, 2018

On-Track

Analysis of data, progress monitoring, rit instruction, small group instruction, Conferencing

Implement a school wide data tracking log that will monitor the following programs: Primary Dibels, Interim Assessments, NWEA Map Skills that will aide students and teachers in meeting their targeted growth. The data tracking log will also be used to progress monitor and identify students in need of tier 2 and tier 3 interventions.

Dr. Williams, Mr. Groves, Mrs. Williams

Jul 16, 2018 to Aug 3, 2018

On-Track

Nwea learning, Tier i instruction, Interim assessment

Accountable Talk - students will promote and sustain learning through authority, agency and identity for all students especially low and Diverse Learners, to monitor and develop accountability of learning, subject knowledge, and rigorous evidence-based thinking.

Dr. Williams, Ms. Grayer, Mr. Johnson, Ms. Moore, Mr. Groves, Mrs. Williams

Sep 4, 2018 to Oct 5, 2018

On-Track

Cooperative learning, Inquiry based learning, Accountable talk, Agency,authority identity

Literacy and Math assessment folders monthly that includes reflection that analyzes the data, objective of the assignment, expected outcome, actual outcome, and plans for improvement. Plans for improvement must include an interventions/differentiated instruction design (i.e. Alterable components and specific adjustments to intensify intervention/instruction) for the expected objective of the students.

Ms. Moore, Mr. Hayes, Mr. Groves, Ms. SanJuaquin, Mrs. Williams

Jul 16, 2018 to Aug 10, 2018

On-Track

Literacy, Math talks, Rigorous task

The instructional leadership team will continue to identify all struggling students reading/math (five week) results from Interim Assessments as a catalyst to drive instruction and monitor the use of appropriate instructional strategies that will improve these students' mathematical abilities during the school day and after school to provide evidence of learning.

Primary, Intermediate and Upper lead teachers

Jul 9, 2018 to Jun 19, 2020

On-Track

Differentiated instruction, Data analysis, Academic performance

Bi monthly team meetings on Tier 2 and Tier 3 interventions. Review data from Raz Kids, Kahn Academy, MAP Skills to measure how effective the programs were at meeting the needs of differentiated groups

Dr. Williams
Ms. Moore-Math Lead
Ms. Grayer-SPED lead/MTSS Lead
Mrs. Manual
Mr. Hayes
Ms. San Juaquin
Mr. Groves
Ms. Williams

Aug 20, 2018 to Jun 1, 2020

On-Track

MTSS, Analyze data, Analyze data

Teachers will create opportunities where students will understand and be able to identify CCSS standards 1-10 through close reading activities, comparing passages to identify the domains of Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas - key to NWEA. Evidence of learning will be archived through student writings and assessments.

Dr. Williams
Ms. Moore,
Mr. Hayes,
Ms. San Juaquin,
Mr. Groves,
Mrs. Williams
Ms. Grayer

Aug 20, 2018 to Jun 5, 2020

On-Track

Rigorous student tasks, Ccss mathematics, Science task

Evaluate and establish a framework for vertical alignment of homework expectations - to ensure consistency through grade bands that include authentic tasks.

Dr. Williams
Ms. Moore,
Mr. Hayes,
Ms. San Juaquin,
Mr. Groves,
Mrs. Williams
Ms. Grayer
Classroom teachers,
ILT team, Principal

Aug 13, 2018 to
Jun 18, 2020

On-Track

Rigorous tasks, High expectations

Engage all teachers in ongoing professional development related to rigorous student tasks for ALL learners.

Dr. Williams
Ms. Moore,
Mr. Hayes,
Ms. San Juaquin,
Mr. Groves,
Mrs. Williams
Ms. Grayer
Classroom teachers
ILT Principal,
Network support

Aug 20, 2018 to
Jun 18, 2020

On-Track

Professional development, Rigorous tasks, Rigorous instruction

Diverse learner teachers and General Education will meet vertically once a quarter and horizontally once a month to ensure proper implementation of IEP goals/benchmarks that align to NWEA Math data (in addition to other data sources such as mClass, NWEA MAP skills). The intention is for SPED teachers and General Education Teachers to build on the strengths and needs of students. Included in these discussions will be: identifying and sharing best practices, sharing research based, effective instructional/behavioral strategies for students with special needs as identified by our school's National School Growth Percentile on the NWEA Diverse Learners Priority Group Grades 3-8.

Dr. Williams
Ms. Moore,
Mr. Hayes,
Ms. San Juaquin,
Mr. Groves,
Mrs. Williams
Ms. Grayer
Classroom teachers
ILT Principal,
Network support

Sep 24, 2018 to
Jun 19, 2020

On-Track

Literacy/Reading, Professional Learning, Data analysis, Math professional

Provide extended learning through professional development and implement before/after school programs that provide academic and enrichment for students

Dr. Williams,
Classroom teachers

Sep 24, 2018 to
Jun 19, 2020

Not started

Academic expectations, After-school, Reading

Implement a school wide Math data tracking log that will monitor the following programs: Study Island, JiJi and NWEA MAP Skills- to students determine if programs are if students in below projected rit scores are growing in a pace to meet NWEA math growth projections targets on mClass Math, NWEA, PARCC, and Interim Assessments

Dr. Williams

Aug 20, 2018 to
Jun 12, 2020

Behind

Data analysis, Math talks, Math curriculum, Data driven instruction

Strategy 2

If we do...

develop an annual professional learning plan that includes strategic elements, sufficient time, collegian support, reflection and adaptation with the indented goal of improving professional practice.

...then we see...

a curriculum library bank with a variety of resources and strategies designed to aide students in having greater success acquiring and attaining academic achievement designed to meet them at their ability level and sustained advancement (begin instructing where students are).

...which leads to...

80% of the students showing actual growth on classroom assessments, interim assessments, and short-cycle assessment.

Tags:

Professional Learning, Professional development, Collaborative teachers, Academic achievement, Professional calendar

Area(s) of focus:

2

Action step	Responsible	Timeframe	Status
Align professional development calendar to address the Network Priorities and school priorities for the calendar year.	Dr. Williams Ms. Moore, Mr. Hayes, Ms. San Juaquin, Mr. Groves, Mrs. Williams Ms. Grayer	Aug 20, 2018 to Jun 12, 2020	On-Track
Professional Learning, Student accountability, Professional development plan			
Create schedules and systems for monthly peer observations, ODLS team teaching, coaching opportunities, and grade level meetings	Dr. Williams Ms. Moore, Mr. Hayes, Ms. San Juaquin, Mr. Groves, Mrs. Williams Ms. Grayer	Aug 20, 2018 to Jun 5, 2020	On-Track
Diverse learner teachers, Professional learning calendar, Team teaching			
Provide safe practice by allowing teachers time to try new strategies, refine skills, peer observations and share new knowledge and stumbling blocks	Dr. Williams Ms. Moore Ms. San Juaquin Mr. Groves. Ms. Williams All classroom teachers	Aug 20, 2018 to Jun 5, 2020	On-Track
Peer coaching, Peer to peer observations			
Create master calendar for grade level and teacher team monthly/bi-monthly meetings for specific initiative related to professional learning communities, collaboration, sharing and coaching through peer observations. Doing this time sharing of student work, best practice reflection, technology strategies to use with diverse learners.	Dr. Williams Ms. Moore, Mr. Hayes, Ms. San Juaquin, Mr. Groves,	Aug 20, 2018 to Jun 5, 2020	On-Track
Master schedule, Professional learning plan, Master calendar			
Create google docs and drives for students and teachers to share best practices, update goals, and identify effective resources.	Dr. Williams Ms. Moore, Mr. Hayes, Ms. San Juaquin, Mr. Groves,	Aug 20, 2018 to Jun 5, 2020	On-Track
Aligned resources, Smart goals, Google doc			
Develop a calendar to reflect a change in LRE practices. Through the new calendar - inclusive practices for integration of Diverse Learner students into the general education population.	Dr. Williams Ms. Moore, Mr. Hayes, Ms. San Juaquin, Mr. Groves,	Aug 20, 2018 to Jul 3, 2020	On-Track
Diverse Learners, Integration, Lre			
During May 2018-June 2018(Primary, Intermediate and Upper) lead math teachers will review 2017-2018 EOY NWEA data to plan in-depth professional developments areas of schoolwide patterns and trends of deficiencies noticed in accordance to Debra Evans strategies.	Dr. Williams	May 28, 2018 to Jun 8, 2018	Behind

Professional development, Instructional planning, Data analysis

Lead literacy teachers will research and provide effective K-8 strategies based off of previous NWEA, Interim Assessments and PARCC data to ensure best practices are implemented.

Lead teachers
Dr. Williams
Ms. Moore,
Mr. Hayes,
Ms. San Juaquin,
Mr. Groves,
Mrs. Williams
Ms. Grayer

Aug 20, 2018 to
Jun 5, 2020

Behind

Instructional practices, Best practice

Curriculum Mapping - Each grade level team will be provided UBD materials to increase their understanding as they collaborate and develop quarterly thematic units of study aligned to the Common Core Standards, PARCC, and CPS with IEP considerations and explicitly outline them

Lead Teachers

Aug 20, 2018 to
Jun 5, 2020

Behind

Grade level meetings, Curriculum mapping

Curriculum mapping & writing - Implementation of Balanced Literacy (K-2) Close Reading (K-8) and argumentative writing (5-8) will be measured by classroom observation (mini-observation) and review of weekly lesson plans in google drive.

Dr. Williams
Ms. Moore,
Mr. Hayes,
Ms. San Juaquin,
Mr. Groves,
Mrs. Williams
Ms. Grayer

Aug 20, 2018 to
Jun 19, 2020

Behind

Balanced literacy, Ubd, Curriculum mapping

Design a balanced K-2 Literacy block through read-alouds (with accountable talk), shared reading, phonics/word study, interactive writing, small group instruction, Lucy Calkins writing workshop, and Lucy Calkins reading workshop.

Dr. Williams
Ms. Moore,
Mr. Hayes,
Ms. San Juaquin,
Mr. Groves,
Mrs. Williams
Ms. Grayer

Aug 20, 2018 to
Jun 19, 2020

Behind

Balanced literacy, Accountable talk, Small group instruction

Classroom libraries- in each classroom school will purchase text aligned with CCSS and invest in additional authentic fiction and non-fiction text including but not limited to magazine subscriptions, audio books, and online subscriptions

Dr. Williams
Ms. Moore,
Mr. Hayes,
Ms. San Juaquin,
Mr. Groves,
Mrs. Williams
Ms. Grayer

Aug 20, 2018 to
Jun 19, 2020

Behind

Nonfiction text, Classroom libraries

leveled literacy: Monitor the implementation of Lucy Calkin's Reading and Writing small group differentiated instruction in the 6th thru 8th grade students

Dr. Williams
Ms. Moore,
Mr. Hayes,
Ms. San Juaquin,
Mr. Groves,
Mrs. Williams
Ms. Grayer

Aug 20, 2018 to
Jun 19, 2020

Behind

Literacy/Reading, Goalsetting, Small group instruction, Monitoring

ELA lead teachers will create and distribute the recommended reading list for students at each grade level. Lastly, doing this process teachers will develop the Tier 2, Tier 3 vocabulary list to meet the different reading levels. This is done to help students below the 50th percentile in NWEA Vocabulary assessment.

Lead Literacy teachers by grade band

Sep 10, 2018 to Jun 4, 2020

Behind

Reading strategies, Tier 1, Vocabulary

Strategy 3

If we do...

Establish a school atmosphere/culture/climate of high standards and expectations

...then we see...

classrooms characterized by high cognitive energy, agency, authority and identity and high expectations for all

...which leads to...

a structured environment that fosters belief in the importance of learning, high quality work and AAI.

Tags:

Culture of learning, College and career, Learning continuum, High expectations, Academic growth

Area(s) of focus:

3

Action step

Create personal learning opportunities/student goal for all students

Responsible

Dr. Williams
Ms. Moore, Mr. Hayes, Ms. Sanjuan, Mr. Groves,

Timeframe

Aug 20, 2018 to Jun 12, 2020

Status

On-Track

Academic supports, Goal setting, Personalized learning plan

Principal use weekly principal directed time to check-in on curriculum initiatives

Dr. Williams
Ms. Moore, Mr. Hayes, Ms. Sanjuan, Mr. Groves, Mrs. Williams Ms. Grayer

Aug 20, 2018 to Jun 5, 2020

On-Track

Curriculum plan, Agency,authority identity

Conduct team conversations on student work and skill building to create a clear definition of rigor and critical thinking

Dr. Williams
Ms. Moore, Mr. Hayes, Ms. Sanjuan, Mr. Groves, Mrs. Williams Ms. Grayer

Aug 20, 2018 to Jun 12, 2020

On-Track

Teacher collaboration, Critical thinking, Targeted skill sets and exploratory learning

Provide accelerated learning opportunities for students for college readiness,

Dr. Williams
Ms. Moore, Mr. Hayes, Ms. Sanjuan, Mr. Groves, Mrs. Williams Ms. Grayer

Aug 20, 2018 to Jun 12, 2020

On-Track

College Access and Persistence

Use MAP SKILLS and Khan Academy to help students gauge their own learning and growth activities

Dr. Williams
Ms. Moore,
Mr. Hayes,
Ms. Sanjuan, Mr.
Groves,
Mrs. Williams
Ms. Grayer

Aug 20, 2018 to
Jun 12, 2020

On-Track

Map, Curriculum map, Khan academy

Increase vertical teacher collaboration through sharing unit plans and activities, aligning curriculum, and reviewing student work data and establishing step-up non-negotiable.

Dr. Williams
Ms. Moore,
Mr. Hayes,
Ms. Sanjuan, Mr.
Groves,
Mrs. Williams
Ms. Grayer

Aug 20, 2018 to
Jun 12, 2020

Behind

Vertical alignment, Student work, Teacher collaboration, Common planning, Unit plans

Grade level team conversations on student work, skill building, clear definition of rigorous instructional and critical thinking.

Dr. Williams
Ms. Moore,
Mr. Hayes,
Ms. Sanjuan, Mr.
Groves,
Mrs. Williams
Ms. Grayer

Aug 20, 2018 to
Jun 19, 2020

Behind

Gradebook, Grade level meetings, Data analysis

Strategy 4

If we do...

fully integrate academic and social emotional learning opportunities for students

...then we see...

academically rigorous instruction that inspires students to exercise agency, authority and identity

...which leads to...

improved self efficacy, academic resilience, and personal success

Tags:

Social emotional, Rigorous tasks, Academic expectations, Rigorous instruction

Area(s) of focus:

5

Action step

Create project learning opportunities for at-risk students.

Responsible

Dr. Williams
Ms. Moore,
Mr. Hayes,
Ms. Sanjuan, Mr.
Groves,
Mrs. Williams
Ms. Grayer

Timeframe

Aug 20, 2018 to
Jun 5, 2020

Status

Behind

Project-based learning, At risk, High expectations

Continue peer voice, peer jury program centered around restorative justice practices.

Dr. Williams
Ms. Moore,
Mr. Hayes,
Ms. Sanjuan, Mr.
Groves,
Mrs. Williams
Ms. Grayer

Aug 28, 2018 to
Jun 2, 2020

Behind

Restorative approaches, Peer mediation

Provide professional development on how the CHAMP a child - and deal with behavioral concerns.	Dr. Williams Ms. Moore, Mr. Hayes, Ms. Sanjuan, Mr. Groves, Mrs. Williams Ms. Grayer	Aug 28, 2018 to Jun 10, 2020	Behind
------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------	------------------------------	--------

Professional Learning, Behavior and Safety, Professional development

Continue MTSS pullout counseling session to discuss social and emotional issues that concern students.	Dr. Williams Ms. Moore, Mr. Hayes, Ms. Sanjuan, Mr. Groves, Mrs. Williams Ms. Grayer	Aug 20, 2018 to Jun 19, 2020	Behind
--------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------	------------------------------	--------

Social emotional learning, Mtss tiers 1, 2, and

Provide a structured schedule for teachers in implement social and emotional skills on a weekly basis.	Dr. Williams Ms. Moore, Mr. Hayes, Ms. Sanjuan, Mr. Groves, Mrs. Williams Ms. Grayer	Aug 20, 2018 to Jun 19, 2020	Behind
--------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------	------------------------------	--------

Scheduling, Social emotional learning

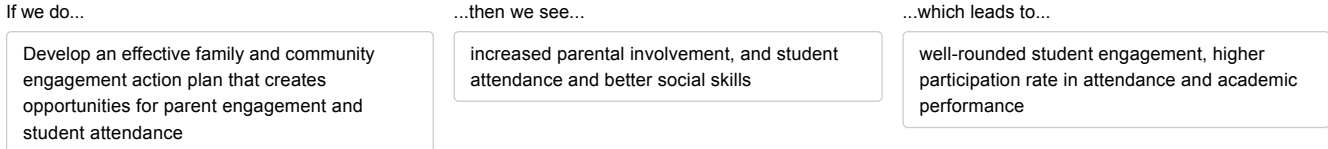
Provide further training for restorative justice and social emotional learning to staff	Dr. Williams Ms. Moore, Mr. Hayes, Ms. Sanjuan, Mr. Groves, Mrs. Williams Ms. Grayer	Jul 16, 2018 to Jun 5, 2020	Behind
-----------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------	-----------------------------	--------

Professional development, Restorative justice, Social emotional learning

Use KC metrics for identifying students at risk.	Dr. Williams Ms. Moore, Mr. Hayes, Ms. Sanjuan, Mr. Groves, Mrs. Williams Ms. Grayer	Aug 20, 2018 to Jun 5, 2020	Behind
--------------------------------------------------	-----------------------------------------------------------------------------------------------------	-----------------------------	--------

Professional Learning, Students success, Metrics

Strategy 5



Tags:
Parental involvement, Parent engagement, Student attendance

Area(s) of focus:
4

Action step	Responsible	Timeframe	Status
-------------	-------------	-----------	--------

Using the Dashboard Discipline data, review monthly, half year, and end of year discipline data and adjust current administrative guidelines and discipline procedures.

Dr. Williams, Mr. Coleman
Attendance Coordinator
Classroom teachers

Sep 6, 2018 to Jun 15, 2020

Behind

Parent engagement, Student attendance

Parental workshop - provide parents with workshops to help Pre-K students learn colors, numbers, letters, and social strategies, at home to boost academic achievement and excellence in the primary grades

Dr. Williams, Mr. Coleman
Attendance Coordinator
Classroom teachers

Sep 3, 2018 to Jun 1, 2020

Behind

Academic gain, Parental involvement, Parent engagement

work with community based organizations on developing and implementation and monitoring of new programs designed to promote parental involvement, attendance and academic achievement

Dr. Williams, Mr. Coleman
Attendance Coordinator
Classroom teachers

Sep 3, 2018 to Jun 18, 2020

Not started

Professional development, Community partnerships

Strengthen/begin support for student achievement growth through CPS support initiatives, (GEAR UP, class to college),

Dr. Williams, Mr. Coleman
Attendance School Counselor
NCLB Parent Rep Coordinator
Classroom teachers

Aug 20, 2018 to Jun 11, 2020

Not started

College and career

Provide educational self-help programs to homeless children and families that address community challenges which directly impact our area, (anti-bullying, depression, teen suicide, sexual abuse

Dr. Williams
School Counselor
School Social Worker
External

Nov 19, 2018 to Jun 19, 2020

Not started

Parent involvement, Self efficacy

Action Plan

Strategy 1

ON-TRACK

Provide professional development on rigor/relevance framework - teachers will set expectations for student learning that is rigorous, independent, and applicable in the real world. Teachers will plan and collaborate using the Network Pacing Guide and develop quarterly thematic units of study aligned to the Common Core Standards."

Jul 16, 2018 to Aug 31, 2018 - Dr. Williams Mrs. Grayer, Mr. Johnson, Ms. Singleton Ms. Moore, Mrs. Manuel, Mr. Hayes, Mr. Groves, Ms. San Juaquin, Mrs. Williams

Status history

May 22

ON-TRACK

May 22, 2018
Evidence

ON-TRACK

One to one teacher conference w/students about his or her work in progress. Building engaging meaningful conversations around student's work in progress."

Apr 02, 2018 to May 11, 2018 - Ms. Moore, Mr. Hayes, Ms. SanJuaquin, Mr. Groves

Status history



May 22

ON-TRACK

May 22, 2018

Evidence

Conferencing notes, student assessment folders, analysis of student work, student goal setting

ON-TRACK

Implement a school wide data tracking log that will monitor the following programs: Primary Dibels, Interim Assessments, NWEA Map Skills that will aide students and teachers in meeting their targeted growth. The data tracking log will also be used to progress monitor and identify students in need of tier 2 and tier 3 interventions."

Jul 16, 2018 to Aug 03, 2018 - Dr. Williams, Mr. Groves, Mrs. Williams

Status history



May 22

ON-TRACK

May 22, 2018

Evidence

Reading tracking logs, progression sheets 5, 10, 15,.Interim Assment progression log

ON-TRACK

Accountable Talk - students will promote and sustain learning through authority, agency and identity for all students especially low and Diverse Learners, to monitor and develop accountability of learning, subject knowledge, and rigorous evidence-based thinking."

Sep 04, 2018 to Oct 05, 2018 - Dr. Williams, Ms. Grayer, Mr. Johnson, Ms. Moore, Mr. Groves, Mrs. Williams

Status history



May 22

ON-TRACK

May 22, 2018

Evidence

Accountable Talk Logs Cooperative learning groups inquiry based learning activities socratic seminar

ON-TRACK

Literacy and Math assessment folders monthly that includes reflection that analyzes the data, objective of the assignment, expected outcome, actual outcome, and plans for improvement. Plans for improvement must include an interventions/differentiated instruction design (i.e. Alterable components and specific adjustments to intensify intervention/instruction) for the expected objective of the students."

Jul 16, 2018 to Aug 10, 2018 - Ms. Moore, Mr. Hayes, Mr. Groves, Ms. SanJuaquin, Mrs. Williams

Status history



May 22

ON-TRACK

May 22, 2018

Evidence

math talk logs, math assessment logs NWEA Literacy and Math BOY,MOY Data logs

ON-TRACK

The instructional leadership team will continue to identify all struggling students reading/math (five week) results from Interim Assessments as a catalyst to drive instruction and monitor the use of appropriate instructional strategies that will improve these students' mathematical abilities during the school day and after school to provide evidence of learning."

Jul 09, 2018 to Jun 19, 2020 - Primary, Intermediate and Upper lead teachers

Status history

May 22

ON-TRACK

May 22, 2018

Evidence

Interim Assessments Interim protocols Tier 2 and Tier 3 logs Reteaching logs

ON-TRACK

Bi monthly team meetings on Tier 2 and Tier 3 interventions. Review data from Raz Kids, Kahn Academy, MAP Skills to measure how effective the programs were at meeting the needs of differentiated groups"

Aug 20, 2018 to Jun 01, 2020 - Dr. Williams Ms. Moore-Math Lead Ms. Grayer-SPED lead/MTSS Lead Mrs. Manual Mr. Hayes Ms. San Juaquin Mr. Groves Ms. Williams

Status history

May 22

ON-TRACK

May 22, 2018

Evidence

MTSS progression logs, Weekly Assessments Reteaching log small group monitoring tools loaded to the drive

ON-TRACK

Teachers will create opportunities where students will understand and be able to identify CCSS standards 1-10 through close reading activities, comparing passages to identify the domains of Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas - key to NWEA. Evidence of learning will be archived through student writings and assessments."

Aug 20, 2018 to Jun 05, 2020 - Dr. Williams Ms. Moore, Mr. Hayes, Ms. San Juaquin, Mr. Groves, Mrs. Williams Ms. Grayer

Status history

May 22

ON-TRACK

May 22, 2018

Evidence

Student writing logs, Close reading logs, Measuring Up CCSS progress books

ON-TRACK

Evaluate and establish a framework for vertical alignment of homework expectations - to ensure consistency through grade bands that include authentic tasks."

Aug 13, 2018 to Jun 18, 2020 - Dr. Williams Ms. Moore, Mr. Hayes, Ms. San Juaquin, Mr. Groves, Mrs. Williams Ms. Grayer Classroom teachers, ILT team, Principal

Status history

May 22

ON-TRACK

May 22, 2018

Evidence

Scaffolding model Lesson plans Network gradebook Monitoring tools homework logs

ON-TRACK

Engage all teachers in ongoing professional development related to rigorous student tasks for ALL learners."

Aug 20, 2018 to Jun 18, 2020 - Dr. Williams Ms. Moore, Mr. Hayes, Ms. San Juaquin, Mr. Groves, Mrs. Williams Ms. Grayer Classroom teachers ILT Principal, Network support

Status history

May 22

ON-TRACK

May 22, 2018

Evidence

Professional development logs, Student task logs, lesson plans

ON-TRACK

Diverse learner teachers and General Education will meet vertically once a quarter and horizontally once a month to ensure proper implementation of IEP goals/benchmarks that align to NWEA Math data (in addition to other data sources such as mClass, NWEA MAP skills). The intention is for SPED teachers and General Education Teachers to build on the strengths and needs of students. Included in these discussions will be: identifying and sharing best practices, sharing research based, effective instructional/behavioral strategies for students with special needs as identified by our school's National School Growth Percentile on the NWEA Diverse Learners Priority Group Grades 3-8."

Sep 24, 2018 to Jun 19, 2020 - Dr. Williams Ms. Moore, Mr. Hayes, Ms. San Juaquin, Mr. Groves, Mrs. Williams Ms. Grayer Classroom teachers ILT Principal, Network support

Status history



May 22

ON-TRACK

May 22, 2018

Evidence

Grade Level Meetings Minutes

NOT STARTED

Provide extended learning through professional development and implement before/after school programs that provide academic and enrichment for students"

Sep 24, 2018 to Jun 19, 2020 - Dr. Williams, Classroom teachers

Status history



May 22

NOT STARTED

May 22, 2018

Evidence

After school scholars program, assessment binders

BEHIND

Implement a school wide Math data tracking log that will monitor the following programs: Study Island, JiJi and NWEA MAP Skills- to students determine if programs are if students in below projected rit scores are growing in a pace to meet NWEA math growth projections targets on mClass Math, NWEA, PARCC, and Interim Assessments"

Aug 20, 2018 to Jun 12, 2020 - Dr. Williams

Status history



May 22

BEHIND

May 22, 2018

Problem

Schoolwide math data log, map skills log

Root Cause

Next steps

Strategy 2

ON-TRACK

Align professional development calendar to address the Network Priorities and school priorities for the calendar year."

Aug 20, 2018 to Jun 12, 2020 - Dr. Williams Ms. Moore, Mr. Hayes, Ms. San Juaquin, Mr. Groves, Mrs. Williams Ms. Grayer

Status history



May 22

ON-TRACK

May 22, 2018

Evidence

Professional Development Calendar Network priority monitoring tracker Implementation of priorities effectiveness tracer to students and outlined goals.

ON-TRACK

Create schedules and systems for monthly peer observations, ODLS team teaching, coaching opportunities, and grade level meetings"

Aug 20, 2018 to Jun 05, 2020 - Dr. Williams Ms. Moore, Mr. Hayes, Ms. San Juaquin, Mr. Groves, Mrs. Williams Ms. Grayer

Status history



ON-TRACK

May 22, 2018

Evidence

PQS forms, schedules trackers Open peer schedules

ON-TRACK

Provide safe practice by allowing teachers time to try new strategies, refine skills, peer observations and share new knowledge and stumbling blocks"

Aug 20, 2018 to Jun 05, 2020 - Dr. Williams Ms. Moore Ms. San Juaquin Mr. Groves. Ms. Williams All classroom teachers

Status history



ON-TRACK

May 22, 2018

Evidence

non-evaluative monitoring logs, PQS conversation,

ON-TRACK

Create master calendar for grade level and teacher team monthly/bi-monthly meetings for specific initiative related to professional learning communities, collaboration, sharing and coaching through peer observations. Doing this time sharing of student work, best practice reflection, technology strategies to use with diverse learners."

Aug 20, 2018 to Jun 05, 2020 - Dr. Williams Ms. Moore, Mr. Hayes, Ms. San Juaquin, Mr. Groves,

Status history



ON-TRACK

May 22, 2018

Evidence

Master Calendar

ON-TRACK

Create google docs and drives for students and teachers to share best practices, update goals, and identify effective resources."

Aug 20, 2018 to Jun 05, 2020 - Dr. Williams Ms. Moore, Mr. Hayes, Ms. San Juaquin, Mr. Groves,

Status history



ON-TRACK

May 22, 2018

Evidence

Google doc student feedback log accountable talk logs

ON-TRACK

Develop a calendar to reflect a change in LRE practices. Through the new calendar - inclusive practices for integration of Diverse Learner students into the general education population."

Aug 20, 2018 to Jul 03, 2020 - Dr. Williams Ms. Moore, Mr. Hayes, Ms. San Juaquin, Mr. Groves,

Status history



ON-TRACK

May 22, 2018

Evidence

BEHIND

During May 2018-June 2018(Primary, Intermediate and Upper) lead math teachers will review 2017-2018 EOY NWEA data to plan in-depth professional developments areas of schoolwide patterns and trends of deficiencies noticed in accordance to Debra Evans strategies."

May 28, 2018 to Jun 08, 2018 - Dr. Williams

Status history



May 22

BEHIND

May 22, 2018

Problem

Student data log Student goal setting log Student year-long performance goals

Root Cause

Next steps

BEHIND

Lead literacy teachers will research and provide effective K-8 strategies based off of previous NWEA, Interim Assessments and PARCC data to ensure best practices are implemented."

Aug 20, 2018 to Jun 05, 2020 - Lead teachers Dr. Williams Ms. Moore, Mr. Hayes, Ms. San Juaquin, Mr. Groves, Mrs. Williams Ms. Grayer

Status history



May 22

BEHIND

May 22, 2018

Problem

Small group instruction models, Balance Literacy Schedule, Math and LRE Schedules

Root Cause

Next steps

BEHIND

Curriculum Mapping - Each grade level team will be provided UBD materials to increase their understanding as they collaborate and develop quarterly thematic units of study aligned to the Common Core Standards, PARCC, and CPS with IEP considerations and explicitly outline them"

Aug 20, 2018 to Jun 05, 2020 - Lead Teachers

Status history



May 22

BEHIND

May 22, 2018

Problem

Lesson Plans, Grade Level Meetings

Root Cause

Next steps

BEHIND

Curriculum mapping & writing - Implementation of Balanced Literacy (K-2) Close Reading (K-8) and argumentative writing (5-8) will be measured by classroom observation (mini-observation) and review of weekly lesson plans in google drive."

Aug 20, 2018 to Jun 19, 2020 - Dr. Williams Ms. Moore, Mr. Hayes, Ms. San Juaquin, Mr. Groves, Mrs. Williams Ms. Grayer

Status history



May 22

BEHIND

May 22, 2018

Problem

Unit Plans, Lesson Plans, Classroom Observations

Root Cause

Next steps

BEHIND

Design a balanced K-2 Literacy block through read-alouds (with accountable talk), shared reading, phonics/word study, interactive writing, small group instruction, Lucy Calkins writing workshop, and Lucy Calkins reading workshop."

Aug 20, 2018 to Jun 19, 2020 - Dr. Williams Ms. Moore, Mr. Hayes, Ms. San Juaquin, Mr. Groves, Mrs. Williams Ms. Grayer

Status history

May 22

BEHIND

May 22, 2018

Problem

Grade Level Meetings Minutes, Classroom/Instructional Observations

Root Cause

Next steps

BEHIND

leveled literacy: Monitor the implementation of Lucy Calkin's Reading and Writing small group differentiated instruction in the 6th thru 8th grade students"

Aug 20, 2018 to Jun 19, 2020 - Dr. Williams Ms. Moore, Mr. Hayes, Ms. San Juaquin, Mr. Groves, Mrs. Williams Ms. Grayer

Status history

May 22

BEHIND

May 22, 2018

Problem

Classroom Observations, Lesson Plans

Root Cause

Next steps

BEHIND

Classroom libraries- in each classroom school will purchase text aligned with CCSS and invest in additional authentic fiction and non-fiction text including but not limited to magazine subscriptions, audio books, and online subscriptions"

Aug 20, 2018 to Jun 19, 2020 - Dr. Williams Ms. Moore, Mr. Hayes, Ms. San Juaquin, Mr. Groves, Mrs. Williams Ms. Grayer

Status history

May 22

BEHIND

May 22, 2018

Problem

School-wide walk-through, Classroom visits

Root Cause

Next steps

BEHIND

ELA lead teachers will create and distribute the recommended reading list for students at each grade level. Lastly, doing this process teachers will develop the Tier 2, Tier 3 vocabulary list to meet the different reading levels. This is done to help students below the 50th percentile in NWEA Vocabulary assessment."

Sep 10, 2018 to Jun 04, 2020 - Lead Literacy teachers by grade band

Status history

May 22

BEHIND

May 22, 2018

Problem

Book reports Book-It Book logs

Root Cause

Next steps

Strategy 3

ON-TRACK Create personal learning opportunities/student goal for all students"

Aug 20, 2018 to Jun 12, 2020 - Dr. Williams Ms. Moore, Mr. Hayes, Ms. Sanjuan, Mr. Groves,

Status history



ON-TRACK May 22, 2018

Evidence

Personal learning plans, student goal setting worksheets, student goal setting running log

ON-TRACK Principal use weekly principal directed time to check-in on curriculum initiatives"

Aug 20, 2018 to Jun 05, 2020 - Dr. Williams Ms. Moore, Mr. Hayes, Ms. Sanjuan, Mr. Groves, Mrs. Williams Ms. Grayer

Status history



ON-TRACK May 22, 2018

Evidence

Grade level meeting log and feedback protocol

ON-TRACK Conduct team conversations on student work and skill building to create a clear definition of rigor and critical thinking"

Aug 20, 2018 to Jun 12, 2020 - Dr. Williams Ms. Moore, Mr. Hayes, Ms. Sanjuan, Mr. Groves, Mrs. Williams Ms. Grayer

Status history



ON-TRACK May 22, 2018

Evidence

Teacher collaboration logs Pacing Charts with Identified skills Monitoring logs

ON-TRACK Provide accelerated learning opportunities for students for college readiness,"

Aug 20, 2018 to Jun 12, 2020 - Dr. Williams Ms. Moore, Mr. Hayes, Ms. Sanjuan, Mr. Groves, Mrs. Williams Ms. Grayer

Status history



ON-TRACK May 22, 2018

Evidence

Grade Level Meetings, Classroom Observations, Student Logs

ON-TRACK Use MAP SKILLS and Khan Academy to help students gauge their own learning and growth activities"

Aug 20, 2018 to Jun 12, 2020 - Dr. Williams Ms. Moore, Mr. Hayes, Ms. Sanjuan, Mr. Groves, Mrs. Williams Ms. Grayer

Status history



ON-TRACK May 22, 2018

Evidence

Classroom Observations, Faraday Scholar after school Program, Student Logs, Grade Level Meeting Minutes

BEHIND

Increase vertical teacher collaboration through sharing unit plans and activities, aligning curriculum, and reviewing student work data and establishing step-

up non-negotiable."

Aug 20, 2018 to Jun 12, 2020 - Dr. Williams Ms. Moore, Mr. Hayes, Ms. Sanjuan, Mr. Groves, Mrs. Williams Ms. Grayer

Status history

May 22

BEHIND

May 22, 2018

Problem

common planning time Unit plans Scaffolding logs student weekly/biweekly logs

Root Cause

Next steps

BEHIND

Grade level team conversations on student work, skill building, clear definition of rigorous instructional and critical thinking."

Aug 20, 2018 to Jun 19, 2020 - Dr. Williams Ms. Moore, Mr. Hayes, Ms. Sanjuan, Mr. Groves, Mrs. Williams Ms. Grayer

Status history

May 22

BEHIND

May 22, 2018

Problem

Grade level minutes, analysis of student work, collaboration logs, instructional norming logs

Root Cause

Next steps

Strategy 4

BEHIND

Create project learning opportunities for at-risk students."

Aug 20, 2018 to Jun 05, 2020 - Dr. Williams Ms. Moore, Mr. Hayes, Ms. Sanjuan, Mr. Groves, Mrs. Williams Ms. Grayer

Status history

May 22

BEHIND

May 22, 2018

Problem

Rubric for learning. Project outline and expectations Project outcome results

Root Cause

Next steps

BEHIND

Continue peer voice, peer jury program centered around restorative justice practices."

Aug 28, 2018 to Jun 02, 2020 - Dr. Williams Ms. Moore, Mr. Hayes, Ms. Sanjuan, Mr. Groves, Mrs. Williams Ms. Grayer

Status history

May 22

BEHIND

May 22, 2018

Problem

social emotional log suspension record

Root Cause

Next steps

BEHIND

Provide professional development on how the CHAMP a child - and deal with behavioral concerns."

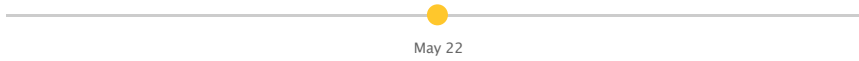
Aug 28, 2018 to Jun 10, 2020 - Dr. Williams Ms. Moore, Mr. Hayes, Ms. Sanjuan, Mr. Groves, Mrs. Williams Ms. Grayer

Status history

BEHIND May 22, 2018
Problem
Professional Development Logs, Grade Level Meeting Minutes
Root Cause
Next steps

BEHIND Continue MTSS pullout counseling session to discuss social and emotional issues that concern students."
Aug 20, 2018 to Jun 19, 2020 - Dr. Williams Ms. Moore, Mr. Hayes, Ms. Sanjuan, Mr. Groves, Mrs. Williams Ms. Grayer

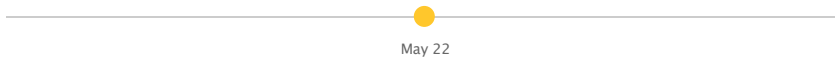
Status history



BEHIND May 22, 2018
Problem
Grade Level Meeting minutes
Root Cause
Next steps

BEHIND Provide a structured schedule for teachers in implement social and emotional skills on a weekly basis."
Aug 20, 2018 to Jun 19, 2020 - Dr. Williams Ms. Moore, Mr. Hayes, Ms. Sanjuan, Mr. Groves, Mrs. Williams Ms. Grayer

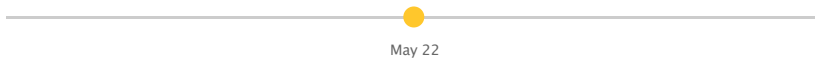
Status history



BEHIND May 22, 2018
Problem
Grade Level Meeting minutes
Root Cause
Next steps

BEHIND Provide further training for restorative justice and social emotional learning to staff"
Jul 16, 2018 to Jun 05, 2020 - Dr. Williams Ms. Moore, Mr. Hayes, Ms. Sanjuan, Mr. Groves, Mrs. Williams Ms. Grayer

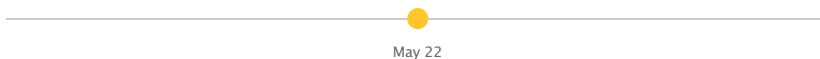
Status history



BEHIND May 22, 2018
Problem
Grade Level Meeting minutes, Professional Development Log
Root Cause
Next steps

BEHIND Use KC metrics for identifying students at risk."
Aug 20, 2018 to Jun 05, 2020 - Dr. Williams Ms. Moore, Mr. Hayes, Ms. Sanjuan, Mr. Groves, Mrs. Williams Ms. Grayer

Status history



BEHIND May 22, 2018
Problem
Grade Level Meeting minutes
Root Cause
Next steps

Strategy 5

BEHIND

Using the Dashboard Discipline data, review monthly, half year, and end of year discipline data and adjust current administrative guidelines and discipline procedures."

Sep 06, 2018 to Jun 15, 2020 - Dr. Williams, Mr. Coleman Attendance Coordinator Classroom teachers

Status history

May 22

BEHIND

May 22, 2018

Problem

Attendance Monitoring Log Attendance daily tracker,

Root Cause

Next steps

BEHIND

Parental workshop - provide parents with workshops to help Pre-K students learn colors, numbers, letters, and social strategies, at home to boost academic achievement and excellence in the primary grades"

Sep 03, 2018 to Jun 01, 2020 - Dr. Williams, Mr. Coleman Attendance Coordinator Classroom teachers

Status history

May 22

BEHIND

May 22, 2018

Problem

On-task pre k log on-task reading levels tracking forms for attendance

Root Cause

Next steps

NOT STARTED

work with community based organizations on developing and implementation and monitoring of new programs designed to promote parental involvement, attendance and academic achievement"

Sep 03, 2018 to Jun 18, 2020 - Dr. Williams, Mr. Coleman Attendance Coordinator Classroom teachers

Status history

May 22

NOT STARTED

May 22, 2018

Evidence

Parent Engagement Log Attendance Log for students

NOT STARTED

Strengthen/begin support for student achievement growth through CPS support initiatives, (GEAR UP, class to college),"

Aug 20, 2018 to Jun 11, 2020 - Dr. Williams, Mr. Coleman Attendance School Counselor NCLB Parent Rep Coordinator Classroom teachers

Status history

May 22

NOT STARTED

May 22, 2018

Evidence

On-track rate for freshman success SQRP of selected high-school rates

NOT STARTED

Provide educational self-help programs to homeless children and families that address community challenges which directly impact our area, (anti-bullying, depression, teen suicide, sexual abuse"

Nov 19, 2018 to Jun 19, 2020 - Dr. Williams School Counselor School Social Worker External

Status history

May 22

NOT STARTED

May 22, 2018

Evidence

social emotional logs, parental involvement logs, parental engagement meetings, attendance increase

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

ESSA Program

ESSA Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy

Complete

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

Michael Faraday Elementary Parent Engagement Room 103, offers the opportunity for parents to attend workshops and meetings. During this time information is shared concerning the need for family engagement as well information provided by the Westside Collaborative Parent - Youth Guidance. The parents will meet monthly with the PAC coordinator or a designated school staff member. In those meetings parents are informed of the day to day operations of the school, school structure, school/student achievements, and upcoming events. Our school is very informal which opens the doors for the parents to talk openly and honestly when needed. All parents will be urged to attend PAC and LSC meetings.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of

additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

The school will host a parent meeting in August 2018 as well as September 2018. During this time yearly expectations and goals are discussed. In addition, parents are provided a school brochure that discuss uniform policy, attendance policy, curriculum used, and desired results. Parents are also given the tentative monthly meetings for the upcoming school year. The 2018 Organization meeting will take place during the month of September.

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.

On each form sent home a response to, "How we are Doing" is perforated for detachment and return. Our goal is implement a suggestion box at the security desk so that parents and the like can provide suggestions and recommendations about the school. Each request, response will be provided on an individual basis, unless we notice a stream of the same concern, which we will in that case send home in a newsletter and post on our website.

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.

State Assessment reports will be provided to all students as they are provided. Teachers will collaborate with teacher team and students on goal setting ideas and strategies. The goal setting documents as well as the assessment reports will be provided to parents and students. In addition, MOY progress reports are provided in student report cards as well.

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.

Highly qualified information is distributed as it becomes available. It has been the custom of Michael Faraday to ensure it recruits, trains and retains only highly qualified staff.

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.

Monthly parent meeting are held with to explain current content, assessments types, PARCC expectations, NWEA assessment, and Common Core Standards. The school and grade level incorporate a 10 week pacing schedule and the skills and standards are discussed with parents during monthly parents meeting. For the parents that are unable to attend parent meeting a Calendar of Learning Events is sent home.

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.

A monthly calendar of information for students and parents is generated and distributed by the 3rd day of each month. This calendar includes LSC Meeting, NCLB meeting, Parent Workshop Opportunities and parent classes. The school has a Parent Engagement Room complete with telephone, six computers, resources and planning materials to host and strategic a parent meeting. The school also post parent sign-up sheets at the Security Desk as well as announce meetings on the school marquee. Lastly, parent events, workshops and meeting are posted on the school website.

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.

The school staff is constantly reminded about the value of parents and the contributions they have made and continue to make to the school. Teachers are required to send monthly notifications to parents about events occurring in their classrooms. Teacher have also been in serviced on the different projects parents are available to do within the room. Teachers see how the parents distribute fruit weekly, newsletters, pass out incentives, and ultimately contribute to the day to day operation of the school.

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.

These parent programs are typically held in the Parent Engagement Room. This allows an opportunity for parents and HeadStart representative to meet and discuss upcoming meeting. This has been effective in communicating pertinent information to a group of parents at one time.

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.

Newsletter and parent communication is distributed in English - as this is the only language spoken within the school.

Policy Implementation Activities

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

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

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

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

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

n/a

School-Parent Compact

Complete

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

The mission of Michael Faraday is to provide a rigorous curriculum that supports the whole child academic, social and emotional growths and improvements through challenging and relevant learning experiences. Faraday's goal is to build a community of life long learners that utilize all stakeholders to promote inclusive educational practices in a safe and nurturing learning environment, with rigorous instruction in all subject areas to prepare students for college, careers, and beyond.

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.

Parents teacher conferences are held in accordance with the CPS school calendar. However, the school conducts a monthly parent meeting for all grade levels which is traditionally held by the principal. In addition teacher-led and student-led parent conferences are scheduled as needed or desired by either party.

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

In accordance with the CPS policy, student progress reports are sent home Q1, Q2, Q3, Q4 to inform parents of their child's academic progress. In addition, report cards are sent home for the second and fourth quarter. Parent conferences to discuss academic progress with parents are held during the Q1 and Q3. The principal sends out on-track off-track reports as they are available at the 5 week interval. Monthly progress reports are sent home to parents via the classroom teacher. The school send additional "shout outs" to parents letting them know that their child is on-track or off-track. Lastly, student performance is communicated to parents in accordance with the CPS school calendar.

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

Parents are invited to meet with teachers on a needs basis. Before school and after school are typically the best approach to talk with the teachers. However, on certain cases, when there are extreme situations, parents may have to schedule a meeting that feasible to all parents involved in a situation with the students. Parents are required and sign in at the security desk and proceed to the office.

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

Parents are invited to meet with teachers on a needs basis. Before school and after school are typically the best approach to talk with the teachers. However, on certain cases, when there are extreme situations, parents may have to schedule a meeting that feasible to all parents involved in a situation with the students. Parents are required and sign in at the security desk and proceed to the office.

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

The PAC chairperson will hold monthly meeting on the importance of attendance and the tools and strategies essential in ensuring that their child is at school. The school counselor will conduct monthly workshops on monthly attendance and homework completion strategies essential in promoting academic achievement. The parents will be provided a CPS homework policy as well as a grade level monthly overview of skills and strategies covered. In addition, an assessment calendar as well as monthly curriculum focus will be provided.

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

General education and regular education teachers conduct MTSS meeting, small group instruction meetings and monthly workshops to introduce and explain decision process for instruction for all students. Each approach is designed and implemented with the assistance/knowledge of the classroom teachers and parents. It is essential in having the parents input - especially when it comes to after-school designed programs and classes.

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).

Through the Agency, Authority and Identity process implemented this school year through the help of Network 5, our students are learning the process of taking on more ownership of their learning. The teachers receive professional development on AAI and it is communicated to the students. Students have the opportunity to choose which approach (in some not all cases) is best for their learning style through this process. Students also utilize a self-help template and attendance tracker to help monitor their attendance and goal for the school year. During the student council meetings, students are learning how to better prepare for classes and school expectation. Students are currently reading, Habits of Highly Effective Teens and we will use the upper grade students to assist in the primary department.

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.

Michael Faraday Elementary School monthly parental meetings will begin in September 2018. At this time the following goals will be address. 1. Increasing student attendance to 97%, 2. increasing Parent Engagement and Support, 3. Increasing awareness of the student attendance and academic achievement.

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

Account(s)	Description	Allocation	
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$	Amount .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$	750 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	300 .00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$	Amount .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$	200 .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.	\$	200 .00
<p>54565</p>	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$	Amount .00

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

Must be used for parent and family engagement programs only.

\$	50	.00
----	----	-----

53306

Software

Must be educational and for parent use only.

\$	Amount	.00
----	--------	-----

55005

Furniture and Equipment

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

\$	300	.00
----	-----	-----