



William Penn Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
03/22/2018	Dr. Ollie, Mrs. Salter, Ms. Boayue, Ms. Pearson, Ms. Smith, Ms. Powell, Mr. D. Johnson, Ms. Ellis, Ms. Lee, Ms. Reyes, Ms. Flowers	School of Excellence Framework Priorities
04/03/2018	Dr. Ollie, Mrs. Salter, Adrienne Powell, Maraguerite Pearson, Lynnette Reyes, Lorissa Ellis, Mahnlaye Boayue, Katherine Smith, Eileen Simon	Framework Priorities Action Steps
04/23/2018	Dr. Ollie, M. Boayue, M. Pearson, E. Simon, A. Powell, L. Ellis, R. Walker	Final Review and update of strategies and Action Steps. Schedule next meeting date to give final approval of CIWP before submission to Network 5

05/09/2018 Local School Council CIWP and Budget

School Excellence Framework

Culture of & Structure for Continuous Improvement 4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1 2 3 4

There is a shared vision of continuous learning for students and all stakeholders. However, we need to develop an unwavering commitment to fulfilling the vision for success. Administration (the leadership) needs to work on finding ways to motivate the entire school community. Teachers have stated and it is evidenced in the 5 Essentials Survey, that we need to find ways to build trust among teaching staff and leadership.

The vision of William Penn Elementary School is to maintain a positive learning environment for all children, where they will be visionary innovative life-long learners.

Therefore, students will be able to positively and effectively be leaders and contributors to society. All individuals who have a role in the educational process will ensure that all children achieve their greatest academic potential through a student centered learning environment.

We believe our students will achieve their goals with a focus on integrating literacy, writing, math, science, social science and technology with positive support from parents, community members and staff enabling them to become confident life-long learners.

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

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Meeting times are scheduled before the school year starts however, all members of the team do not meet consistently. Conversation and work is always productive and the focus is always on the goals that are clearly stated in the CIWP. We need to work on building capacity and getting ILT leaders to take on their role as leader in Grade Level Team Meetings and during Flex Day professional development. Follow through of action plans is instrumental in moving the school organization forward therefore, developing cycles of learning and problem solving is key for our next steps.

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	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Evaluation of MTSS
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Instructional Leadership Team Planning Tools ✓ PLC and Mentoring Coaching Resources

Professional Learning:

Score

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.

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Teachers have 1 hour of planning time, Monday through Friday, of which one is principal directed. During this time teacher teams review student data which includes performance data on assessments as well as student work. Teachers are able to utilize this time to discuss student work, expectations for performance, and develop rubrics for tracking progress. Teachers also have the opportunity to discuss individual student data and plan instructional strategies to better meet their needs. At this time, we will continue our book study of Better Learning Through Structured Teaching (Fisher and Frey) and the Network 5 recommended reading of Data Wise (Boudett). We will research other books that align with supporting goals to improve our instructional rigor. Teachers voted to have flex day professional development to allow two hours of time every 6 weeks to engage in activities to improve our professional practice. The specific content has yet to be determined but will be discussed at the last flex day PD of 2017-18. In the past, teachers pushed back with reading the materials as they found it overwhelming to integrate with all that is required and expected of them.

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	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
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"> 82. Observes and Evaluates Staff and Gives Feedback to Staff 86. Professional Development Provided for Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ 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

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Penn has block scheduling that includes 120 minutes daily for Literacy in grades K-5, and 60 minutes daily for grades 6-8 which is consistent with CPS' recommended time distribution. Literacy is also integrated into science and social studies instruction. Math instruction is 90 minutes daily for K-5 grades and 60 minutes for 6-8 grades due to being departmentalized. Science and Social Studies daily time distributions are also consistent with CPS' recommended time allotments across grade levels.

Penn utilizes Go Math curriculum in grades K-8, which is one of the CPS' recommended programs for math. It incorporates online resources as well that are consistent with the goals of the Common Core Standards. Penn's K-5 primary grades continue to use Reading Street by Scott's Foresman which is outdated however we still utilize it due to budget constraints. We have purchased Scholastic A-Z Leveled Reading program to supplement guided reading. Grades 6-8 are using Perspectives for reading. We were provided materials to pilot Amplify Science for grades K - 8, which has a focus on the New Generation Science Standards (NGSS). Due to budget constraints social studies curriculum are supplemented with resources from the Knowledge center and other web-based resources.

Family Focus provides after school programming for 90 students. Students engaged in activities such as dance, cheer, basketball, arts and crafts, cooking, technology, school newspaper,. University of Illinois at Chicago (UIC) ENGAGE program provides reading and math tutoring for our 3rd grade students to support efforts with making growth and attainment. UIC supports our efforts with supporting students to be mentally and physically healthy by providing health and nutrition classes on Wednesdays. Open Lands is another partnership that helped us to build a Community Garden in hopes of planting fruits and vegetables that will be shared throughout the school community. Working in the Schools (WIT) is a partnership that Penn utilizes to help 2nd graders improve in their reading skills. Other partnerships include: Prospect Intermediate school, our adopted "sister school", who provides material for our Prospect parent managed Ollie Store, Elim Christian Center donates school supplies every year, Chicago SunTimes, and Holy City Masonic Lodge.

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	✓ 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 4a. 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

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.

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Penn uses a curriculum that is rigorous across grade levels and works fluently throughout the entire school. In Math Penn is currently using the Go Math series which is recommended by CPS. The curriculum provides access to interdisciplinary units that implement multiple standards into one unit. It gives students the ability to develop higher order thinking skills and makes their learning applicable to the real world. The curriculum in conjunction with the knowledge center offers a MARS task, FAL and POM throughout the unit so the students are being assessed in different dimension to apply their knowledge.

In Literacy Penn uses two curriculum both which are recommended by CPS. Our K-5 band uses Pearson Realize/Reading Street for ELA needs in the classroom. Reading Street introduces students to a wide variety of literature and assesses students regularly over material that they are covering.

Teachers use this curriculum to write unit plans that give a deep look into what is being taught in the classroom and the expected outcomes for each student. These unit plans are worked on throughout the year and each plan is changed as needed and as the teacher sees fit for the student. The unit plans are often brought to team meetings where teachers will go over each other's plans and discuss where improvements can be made as well as use strategies from other teachers that are working in the classroom. Teachers are given the flexibility to design lessons that encourage students to be successful and differentiate according to the needs. The lessons are taught to reach every student in the classroom including diverse learners, ESL, and other students who may need extra support.

The Middle school team participates in an Advisory period every period to address social and emotional needs of the students. This period addresses struggles or successes that are occurring in the classroom and gives students the opportunity to use their own voice to offer explanations and share out. As a whole school we participate in calm classroom which works with all students social and emotional needs. It gives students time during the day to check in with themselves and let go of anything that could be interrupting their learning.

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

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Penn utilizes Go Math curriculum in grades K-8, which is one of the CPS' recommended programs for math. It incorporates online resources as well that are consistent with the goals of the Common Core Standards. Penn's primary grades continue to use Reading Street by Scott's Foresman which is outdated however we still utilize it due to budget constraints. We have purchased Scholastic A-Z Leveled Reading program to supplement guided reading in grades K-2. MClass Reading and Math is also used in K-2 to progress monitor students. Grades K-8 Due to budget constraints science and social studies curriculum are supplemented with resources from the Knowledge center and other web-based resources. Middle School utilizes the SEP-UP curriculum for science which has a focus on the New Generation Science Standards (NGSS). We will also pilot the use of the Amplify Science curriculum for K-8 grades. i

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	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	<ul style="list-style-type: none"> Curriculum & Instruction 1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School	<ul style="list-style-type: none"> 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 are expected to engage students in rigorous tasks in across content areas. Teachers meet weekly during Grade Level Team meetings to examine student work, rubrics, and performance on assessments. Teachers keep track of student progress by keeping Data Binders to store individual student performance data. Student progress is also monitored using a school wide performance tracking tool for Literacy and Math that is on the Google Drive for all teachers to access and share student progress at all grade levels. In addition to tracking student academic performance, administration and teachers also track student conduct and attendance because all of these data points determine our overall student On Track rate. Penn's 20th Week On Track Rate is currently at 58.8%. We are striving to improve this rate to 65%.

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 reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **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"> ✓ SQRIP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 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 (SQIP) ✓ Slice Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

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

Score

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With the support of our administrators and school counselor/case manager, Penn hosted a high school fair this past fall where more than 10 area high schools were invited to share information about their schools with our middle school students. Students collected school flyers and keepsakes while learning about each schools academic programs and taking notes on schools' upcoming open houses and application deadlines.

Penn middle school students regularly monitor their interim assessments scores and grades to ensure that they are on track to being eligible for admission to their high schools of choice. Many students have either visited or planned visits to area high schools for shadow days so that they can become more acclimated to high school life.

In an effort to encourage students to prepare for their high school and college careers, Penn middle school department plans to decorate the halls with posters of level one high schools as well as colleges and universities. We understand that, in order for our students to aspire toward higher learning, they must be aware of the places in which they can acquire it. Teachers will also decorate their doors with the emblems and colors of their Alma mater so that students realize that these institutions are indeed accessible.

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	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for	C1. Create a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> ✓ Enriching College ✓ CPS Advisory 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	

Instruction:

Score

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.

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School wide, Teachers post objectives and standards, as well as student friendly objectives so students know what is expected to be learned and taught. Teachers create themes/unit plans based on students interests in order to expand their knowledge and experiences. Teachers promote discussion throughout the day in all subjects to allow for conceptual understanding of content and to build student's language development. For Example: Grades K-8 are also using "Math Talks" as a way to deepen students understanding and allowing for authentic discourse. Teachers are using the "Turn and Talk" Strategy as another way to enable students to formulate their own questions, as well as cite textual evidence, and explain concepts to their classmates. Vocabulary is promoted throughout the building with word walls for sight words, Reading, Mathematics, Science, and Social Studies. Teachers are engaging students in learning. School wide, teachers have designed instruction using small groups as a way to target specific student needs and to enhance individual learning. Teachers K-2 use Dibels as a way to progress monitor individual students with specific skills geared to improve student achievement. Teachers 3-8 use NWEA as a way to strategize and design instruction to better meet the needs of the individual learner.

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"> ✓ SGRF Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	<ul style="list-style-type: none"> 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:

Score

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.

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All teachers are currently using instructional materials that are aligned to the current Common Core Standards in reading and math. Materials include Ready Common Core Math Practice PARCC (1-8), Common Core Discussion Maps (K-8), Sadlier Vocabulary Workshop (1-8), Sing-Spell-Read and Write (K-2), Ready Common Core Instruction Reading (K-8), Every Day Math (K-2), Go Math, and Expeditionary Learning. Classroom teachers modify instruction using these materials to meet the needs of all students including ELL and students with disabilities. Special education teachers also use the Unique Learning curriculum that is designed to meet specific needs of students with disabilities according to student IEPs.

Teachers are able to access NWEA and DIBELS data immediately after students complete the assessment at Beginning, Middle and End of the Year to obtain data results that guide process of setting and adjusting tier interventions. Both assessments provide data that organizes students according to their academic strengths and weaknesses and identifies specific objectives that each student should focus on for improvement. Additionally teachers use student results of Reading Assessments created by Debra Evans and District provided Math Mars Tasks to inform instruction. Students receive assessments every 5 weeks to determine progress on finding Main Ideas, Summarization, Context Clues, and Vocabulary skills. Assessment results are recorded on school wide spreadsheet/monitoring tool that we store on the Google Drive. Teachers review student data weekly during their Grade Level Team Meetings and plan Multi-Tiered Systems of Support (MTSS) strategies to meet the individual needs of students. The Middle School and Intermediate classroom teachers provide MTSS during their instructional time frames, and during an additional three days a week (Tues.-Thurs.) where identified groups of students, based on RIT band scores, move to a particular teacher to get remediation in very specific areas of need. Our Primary Teachers are using the Scholastic Balanced Literacy program with established learning centers to provide differentiated support to students. Sight Word Vocabulary Assessments and monitoring progress with Reading Street assessments provide data to guide process of setting and adjusting tier interventions. Sight Word and Reading Street assessments are also recorded on spreadsheet/monitoring tool. The ILT, which meets twice each month, examines all student performance data to look for patterns, strengths, and areas of concern so that teachers can continually adjust instructional practices to better meet the needs of all students.

Students with disabilities are assessed using the same assessments as regular education students. Accommodations are made for some of these students according to their IEPs. Typical accommodations include more time on the test and/or directions being read aloud to student. Students who have been diagnosed as TMH take an alternative assessment to measure their academic growth. ELL students use ACCESS to determine their areas of strengths and weaknesses as they transition into English learning environments.

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	<ul style="list-style-type: none"> ✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 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	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
	<ul style="list-style-type: none"> ✓ 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:

Score

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.

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Penn utilizes the framework of MTSS to support early and intensive interventions in the regular and special education setting. This process ultimately supports students by identifying academic or behavioral deficits and identifying interventions that support student growth. We continue to hone our ability to engage in the problem solving process and use evidenced based interventions that are implemented with fidelity for students that need Tier 1, Tier 2 and Tier 3 supports.

Currently as of week twenty in the 2015-2016 school year, 58.8% of our students are on track with grades, behavior and attendance. We continually monitor our on track progress through consistent review of individualized discipline infractions, grades and attendance. In addition, Penn monitors PLP for students that need continued academic and social emotional support. Goals set for students on their PLP align with the academic/behavior needs of the student.

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	<ul style="list-style-type: none"> ✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use) ✓ Evidence of Personal Learning Plan (PLP) implementation ✓ Integrated data system that informs instructional choices ✓ Flexible learning environments ✓ Use of student learning plans ✓ Use of competency-based assessments ✓ Use of personalized learning rubric ✓ Evidence of On Track monitoring and supports
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating Knowledge of Students 1d. Designing Coherent Instruction 2d. Managing Student Behavior 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

Expectations for Quality & Character of School Life

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

William Penn's school motto is "Prepare-Persist-Perfect". Penn teachers continue to strive for excellence by holding high expectations for students. Additionally, teachers support student with goal setting to meet and exceed personal learning goals with NWEA scores, reading and math grades, classroom behavior, and any activity that challenges them to give their best and persist through challenges until they are successful. Middle School (6th-8th grades) have Advisory weekly for 1hr. to create a Social Emotional Learning forum for students to talk about issues that are of concern to them personally such as violence in the community, family issues at home, sexual awareness and other topics that are relevant to them as adolescents. Most teachers are comfortable implementing best practices that align to CCSS and all provide support to each other during grade level team meetings by sharing strategies to support student progress.

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

Administrators and teachers are able to identify specific students that require additional support to keep them engaged in learning activities to minimize distractions that contribute to misconduct. The entire staff has incorporated more restorative practices to build relationships with students and remind students to think about positive choices to contribute to positive school climate. 2016-17 MVMS Survey results indicate that teachers and parents view Penn as Well Organized.

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

Penn currently partners with Family Focus, The Good News Club, Lawndale Boxing Out Negativity Program, and Holy City Masonic Lodge to keep students engaged in the following after-school activities: Girls' and Boys' Basketball, track, cooking, dancing, school newspaper, arts & crafts, Tae Kwon Do, and boxing. Once a week, students participate, with parental permission, in The Good News Club Ministry that teaches Christian principles through reading and acting out of short stories. Our student government leads and promotes school and community investment through service learning initiatives and school fundraising efforts. The Holy City Masonic Lodge sponsors our annual Black History Essay Contest, Prayer Breakfast, and Annual End of the Year Field Day.

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"> ▪ INVNS Student Survey completion rates and results ▪ Affidavits from student-run organizations and events (including SVGc) ▪ 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, CCSB ELA, NST 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

Improved timeliness and efficiency of school transitions during morning entrance and afternoon exit, traveling to and from recess, lunch, and prep period classes has contributed to school safety and order. We have also encourage teachers to minimize restroom and water breaks after lunch to decrease the amount of hallway traffic and potential distractions. Teachers who consistently implement Calm Classroom procedures see improvement in student behavior during specific transition times. Safe Passage workers are assigned to designated locations to ensure students feel safe en route to and from school.

Guide for Safety & Order

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

- solutions. (e.g. student voice committee).
- Students initiate and lead some school improvement initiatives.
 - Students participate in democratic decision-making at the school level.
 - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
 - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

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	
	<ul style="list-style-type: none"> ✓ 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.

Administrators encourage and models restorative practices and encourages staff to engage in more thoughtful discussions with students to minimize punitive consequences. Out of school suspension is used as a last resort and restorative practices encourage students to make responsible decisions to solve problems. Our student discipline data reflects under 7% percent of misconducts documented in Verify in 2015-16. We have noted that although our misconducts are down, we still need to be consistent in our Positive Behavior Intervention strategies (PBIS) so that our climate continues to improve and not revert back to where it was. Out of school suspensions affect student overall attendance therefore, as we are being more proactive in improving student attendance by developing a specific plan we want to make sure that restorative practices such as PBIS continue to take place.

Guide for Restorative Approaches to Discipline

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

using consistent, restorative processes.

- Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard)
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

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.

1 2 3 4

Currently the school is characterized as a "home away from home". Parents frequently visit the school and participate in various school activities (i.e. assemblies, talent shows, literacy/math nights, book fairs, parent meetings). Parents also receive five week Progress reports of student performance throughout the school year. Reports Cards are distributed every quarter with parents being required to conference with teachers during the third quarter Report Card Pick Up. Parents are also, invited to student performances such as holiday programs, short plays put on by various classrooms, talent shows, science fairs, and literacy nights. We celebrate Parent Involvement by hosting a Parent Recognition Ceremony at the end of the year to parents to consistently volunteer their time and respond to student and teacher needs.

Our Principal provides on-going clear information for families on school performance by during LSC, PAC & BAC meetings, sharing the school's monthly newspaper (Penn Times) our school's website (penn.cps.edu), our facebook page (<https://www.facebook.com/pennpanthers/?ref=hl>)

Teachers frequently communicate with parents and families regarding student attendance, behavior, and academic performance. Each teacher keeps a log of communications with parents (phone and face to face contact). Also, during Open House teachers share their expectations for the year with parents and give tip on how parents can help their children at home. The principal also shares the school's data with parents at our annual State of the School meeting that is usually held the Friday before the schedule first day of student attendance, to inform parents about how the school is performing as a whole and what they can do as parents to help the school be more successful.

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	
Suggested Evidence	<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 ✓ 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?
	<ul style="list-style-type: none"> ✓ Five Essentials Score – Involved Families ✓ My Voice, My School Survey scores – outreach to parents, parent-teacher trust
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – 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	<ul style="list-style-type: none"> 2c. Managing Classroom Procedures 4c. Communication with Families
CPS Performance Standards for School Leaders	D1. Engages Families
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	Parent Support Centers
✓	Parent University
✓	Parent Portal

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 <input type="radio"/>
2	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 <input type="radio"/>
2	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 <input type="radio"/>
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 <input type="radio"/>
2	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 <input type="radio"/>
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1 2 3 4 5 <input type="radio"/>
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 <input type="radio"/>
2	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 <input type="radio"/>
2	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 <input type="radio"/>
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 <input type="radio"/>
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 <input type="radio"/>

3	Expectations for depth & breadth of Student Learning: Curriculum	1	2	3	4	5	⊖
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	⊖
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	⊖
3	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊖
3	Expectations for Quality & Character of School Life: Parent and Family Partnership	1	2	3	4	5	⊖
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊖

Goals

Required metrics (Elementary)

18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
A 35% increase in students meeting school growth percentile in Reading by 2020. (from 40% to 75%). A percentage increase of 10% each year should reflect our current efforts to by more intentional with implementation of specific MTSS strategies, and increased instructional rigor.	99.00	40.00	55.00	65.00	75.00
National School Growth Percentile - Math					
A 56% increase in students meeting school growth percentile in Math by 2020. (from 4% to 60%). A percentage increase of 5% that should reflect more intentional efforts with implementation of MTSS strategies, and increased instructional rigor. Students experienced a significant dip due to our Math Lead and middle school special education teachers taking a leave of absence.	99.00	4.00	51.00	55.00	60.00
% of Students Meeting/Exceeding National Ave Growth Norms					
A 21.5% increase in students meeting national average growth by 2020 (from 43.5% to 65%) This is a realistic percentage increase that should reflect more intentional efforts with implementation of MTSS strategies, and increased instructional rigor, as well as more intentional monitoring of teacher implementation of clearly defined strategies and student progress.	73.30	43.50	55.00	60.00	65.00
African-American Growth Percentile - Reading					
A 35% increase in African American students meeting school growth percentile in Reading by 2020. (from 40% to 75%). A percentage increase of 10% each year should reflect our current efforts to by more intentional with implementation of specific MTSS strategies, and increased instructional rigor.	99.00	40.00	55.00	65.00	75.00
Hispanic Growth Percentile - Reading					
Not enough students to receive a rating. Not a priority group for SQRP	(Blank)	(Blank)	0.00	0.00	0.00
English Learner Growth Percentile - Reading					
Not applicable	(Blank)	(Blank)	0.00	0.00	0.00
Diverse Learner Growth Percentile - Reading					

A 33% percent increase in diverse learner growth by 2020 with the expectation that many of our Diverse Learners will move from LRE 2 and 3 to LRE 1, where most of their instructional minutes will be with their regular ed peers, with teachers working closely with the special education teachers to better meet DL needs in a regular education setting.

99.00

32.00

52.00

60.00

65.00

African-American Growth Percentile - Math

A 56% increase in students meeting school growth percentile in Math by 2020. (from 4% to 60%). A percentage increase of 5% that should reflect more intentional efforts with implementation of MTSS strategies, and increased instructional rigor. Students experienced a significant dip due to our Math Lead and middle school special education teachers taking a leave of absence.

99.00

4.00

51.00

55.00

60.00

Hispanic Growth Percentile - Math

Not enough students to receive a rating

(Blank)

(Blank)

0.00

0.00

0.00

English Learner Growth Percentile - Math

Not enough students to receive a rating.

(Blank)

(Blank)

0.00

0.00

0.00

Diverse Learner Growth Percentile - Math

A 52% percent increase in diverse learner growth by 2020 with the expectation that many of our Diverse Learners will move from LRE 2 and 3 to LRE 1, where most of their instructional minutes will be with their regular ed peers, with teachers working closely with the special education teachers to better meet DL needs in a regular education setting. Middle school DL teacher was on leave which greatly impacted student performance.

99.00

3.00

51.00

40.00

55.00

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

A 18% increase in attainment percentile for Reading by 2020 (Grades 3-8).

49.00

32.00

51.00

40.00

50.00

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

A 20% increase in attainment for Math by 2020 (Grades 3-8).

64.00

20.00

51.00

30.00

40.00

National School Attainment Percentile - Reading (Grade 2)

A 29% increase in attainment percentile at 2nd grade in Reading can be achieved with balanced literacy and consistent progress monitoring and support with ensuring small group instruction and guided reading is being implemented with fidelity. Focus will be on NWEA reading strands (? DIBELS?)

4.00

1.00

20.00

25.00

30.00

National School Attainment Percentile - Math (Grade 2)

A 24% increase in attainment percentile at 2nd grade in Math.

4.00

1.00

15.00

20.00

25.00

% of Students Making Sufficient Annual Progress on ACCESS

Not a priority group in SQRP due to insufficient number of students.

(Blank)

(Blank)

0.00

0.00

0.00

Average Daily Attendance Rate

Maintain minimum of 96% attendance rate with our consistent efforts with daily intercom acknowledgment of present students, award recognition at school assemblies, school attendance dance parties and field trips.

95.70

94.80

96.00

96.00

96.00

My Voice, My School 5 Essentials Survey

Maintain our Well Organized status.

(Blank)

(Blank)

(Blank)

(Blank)

(Blank)

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

Strategy 1

If we do...

Develop a process to consistently monitor student interventions

...then we see...

Teachers individualizing instruction, differentiated instruction in small groups, adjusting plans and instruction to support student success

...which leads to...

A 35% increase in students meeting school growth percentile in Reading (from 40% to 75%).

Tags:

MTSS, Differentiated instruction, Small group instruction, Personalized learning plan

Area(s) of focus:

1

Action step

Each teacher utilizing Tiering Criteria developed in 2018-19 to keep students on track with meeting goals...

Responsible

ILT members; TBD Reading, Math, Social Worker, Case Manager, Romeldia Salter; AP

Timeframe

Jul 2, 2018 to Aug 30, 2019

Status

On-Track

Multi tiered systems of support

Teachers using specific reading and math strategies for students in each Tier (RIT Band for Grades 2-8; Dibels for Grades K - 1/Pearson Reading, and Go Math.

Teachers; School Administrators

Sep 3, 2018 to Nov 2, 2018

Not started

Differentiated instruction, Nwea, Dibels, Data dashboard

Differentiating instructional task for core subjects using formative assessments, Go Math, RIT BANDS and NWEA Strands and MCLASS/Pearson Reading Curriculum data

Teachers, Dr. Ollie, Principal; R. Salter, AP

select

On-Track

Differentiated instruction, Dibels, Nwea alignment

Administrators schedule consistent classroom walkthroughs/informal observations to monitor specific instructional components such as balanced literacy, guided reading, small group instruction, etc.

Dr. Ollie, Principal; R. Salter; AP

Oct 8, 2018 to May 31, 2019

Not started

Observation and feedback

Administrators monitor lesson plan/unit plan submission to include specific differentiated activity assigned to students in each Tier

Dr. Ollie, Principal; R. Salter; AP

Sep 4, 2018 to Jun 14, 2019

Not started

Differentiated instruction, Lesson plans, Analysis of data, progress monitoring, rit instruction, small group instruction

Strategy 2

If we do...

Observe teachers' use of formative assessment data to see how they are regularly making adjustments to instruction for students not

...then we see...

Students consistently meeting goals and setting new goals each quarter, moving from tier 2 to tier 1; tier 3 to tier 2)

...which leads to...

A 12% increase in students meeting national average growth (from 43.5% to 55%)

meeting five week goals.

Tags:
Instruction, Formative assessment, Student goal setting

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status
Differentiate instruction in Reading and Math for all students to support consistent gains on NWEA, Go Math, (BOY/MOY/EOY) and DIBELS/Pearson Reading assessments.	Grades K - 8 teachers; Principal; Dr. Moore-Ollie; AP; Romeldia Salter	Sep 4, 2018 to Nov 2, 2018	Not started

Differentiated instruction, Lesson plans, Academic gains

Use questioning and discussion strategies that will deepen student understanding and challenge student thinking (Bloom's Taxonomy and Depth of Knowledge Levels).	Grades K - 8 teachers; Administrators	Sep 3, 2018 to Jun 14, 2019	Not started
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Depth of knowledge, Component 3b

Target specific skills according to RIT bands on NWEA and use Framework Template to group and align instructional strategies every 5 weeks.	Administration and Teaching Staff (Grades 2-8).	Jun 18, 2018 to Aug 10, 2018	Not started
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Nwea alignment

Strategy 3

If we do...

...then we see...

...which leads to...

Plan student tasks that align to the CCSS and that are cognitively challenging for individual students	differentiated instruction to meet the needs of individual students	A 21.5% increase in students meeting national average growth by 2020 (from 43.5% to 65%) This is a realistic percentage increase that should reflect more intentional efforts with implementation of MTSS strategies, and increased instructional rigor, as well as more intentional monitoring of teacher implementation of clearly defined strategies and student progress.
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Tags:
Instruction, Rigorous student tasks

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
Use school-wide Benchmark Assessments in reading and math as a diagnostic to effectively group students.	K-8 Teachers	Sep 10, 2018 to Sep 28, 2018	Not started

Benchmark assessment

Align Quarterly Unit/Lesson Plans with N5 Curriculum Pacing Guides as a reference for Reading and Math, to ensure that all CCSS are taught at a pace that students will be prepared for EOY assessments.	K-8 Teachers	Sep 4, 2018 to Jun 7, 2019	Not started
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Lesson planning, Unit planning, Pacing guides

Use EOY 2018 data to establish small groups in preparation for planning rigorous tasks and establishing small groups prior to the start of the 2019 school year	K-8 Teachers	Jul 2, 2018 to Jul 6, 2018	Not started
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Data analysis, Small group instruction

Develop and select assessments that align to the CCSS and meet the level of rigor required for students to be successful on district and state assessments (NWEA, ISA, and PARCC).	ILT and classroom teachers	Jul 30, 2018 to Aug 10, 2018	Not started
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Assessments

Align Quarterly Unit Plans for Science to meet the scope and Sequence of the Next Generation Science Standards (NGSS).	(Blank)	Sep 4, 2018 to Jun 7, 2019	Not started
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Ngss

Strategy 4

If we do...

...then we see...

...which leads to...

Establish shared leadership structures in which teachers are encouraged to lead professional development workshops that capitalize on the leadership skills

more teachers collaborating and trusting in leadership of colleagues. Implementation of professional strategies learned

(data) Improved teacher attendance, quality lesson plan submission, grade level team collaboration, teacher led professional development...

Tags:
Leadership and collective responsibility

Area(s) of focus:
4

Action step	Responsible	Timeframe	Status
Principal review NWEA Instructional strands for Reading and Math data to determine our instructional focus for preparing students for NWEA.	Teachers Grade Level Team Members	Aug 6, 2018 to Oct 26, 2018	Not started

Professional development

Based on Professional Development needs, ILT determine topics for Flex Day PD.	Teachers Grade Level Team; School Administrators	Jun 19, 2018 to Aug 31, 2018	Not started
Assign subject leaders/coaches for Reading, Math, Science, and Writing to lead professional development during Flex Day PDs.	School Administrators, ILT	Jul 2, 2018 to Aug 17, 2018	Not started

Teacher capacity, Leadership and collective responsibility

Teacher accountability for sharing what they have learned during professional developments with their GLT	ILT members	select	Not started
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Professional development, Leadership and collective responsibility, Instructional leadership, Teacher accountability

Strategy 5

If we do...

...then we see...

...which leads to...

Organize a team that meets regularly to organize systems that support a healthy school climate and culture

Decrease in number of discipline challenges, improved attendance, calm and safe learning environment

96% or higher attendance rate

Tags:
Restorative practices

Area(s) of focus:
5

Action step	Responsible	Timeframe	Status
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Refine school-wide PBIS. Develop a team that meets consistently

Mrs. Salter, Social Worker, School Counselor, Security, Teacher representative from each department.

select

On-Track

Pbis

Provide clarity of classroom managed behaviors and office/administrative managed behaviors

(Blank)

select

Not started

Classroom management, Student code of conduct

Monthly school-wide afternoon advisory sessions to promote healthy problem solving, communication and respect and rapport.

(Blank)

select

On-Track

Advisory

Assign Tier 3 (social-emotional) students to adult mentors for weekly check-in sessions that are designed to move students to Tier 2 status

(Blank)

select

On-Track

Social emotional, Mentorship, Tier 3

Action Plan

Strategy 1

ON-TRACK

Each teacher utilizing Tiering Criteria developed in 2018-19 to keep students on track with meeting goals..."

Jul 02, 2018 to Aug 30, 2019 - ILT members; TBD Reading, Math, Social Worker, Case Manager, Romeldia Salter; AP

Status history



ON-TRACK

Jul 09, 2018

Evidence

Completed Tiering Criteria

NOT STARTED

Teachers using specific reading and math strategies for students in each Tier (RIT Band for Grades 2-8; Dibels for Grades K - 1/Pearson Reading, and Go Math."

Sep 03, 2018 to Nov 02, 2018 - Teachers; School Administrators

Status history



NOT STARTED

Jul 09, 2018

Evidence

Every 5 week submission of Reading and Math "Frameworks".

ON-TRACK

Differentiating instructional task for core subjects using formative assessments, Go Math, RIT BANDS and NWEA Strands and MCLASS/Pearson Reading Curriculum data"

- Teachers, Dr. Ollie, Principal; R. Salter, AP

Status history

Jul 9

ON-TRACK Jul 09, 2018
Evidence

NOT STARTED

Administrators schedule consistent classroom walkthroughs/informal observations to monitor specific instructional components such as balanced literacy, guided reading, small group instruction, etc."

Oct 08, 2018 to May 31, 2019 - Dr. Ollie, Principal; R. Salter; AP

Status history

Jul 9

NOT STARTED Jul 09, 2018
Evidence
Completed monitoring tools in designated google drive folders

NOT STARTED

Administrators monitor lesson plan/unit plan submission to include specific differentiated activity assigned to students in each Tier"

Sep 04, 2018 to Jun 14, 2019 - Dr. Ollie, Principal; R. Salter; AP

Status history

Jul 9

NOT STARTED Jul 09, 2018
Evidence
Completed lesson plan/unit plan monitoring tool in designated google drive folders

Strategy 2

NOT STARTED

Differentiate instruction in Reading and Math for all students to support consistent gains on NWEA, Go Math, (BOY/MOY/EOY) and DIBELS/Pearson Reading assessments."

Sep 04, 2018 to Nov 02, 2018 - Grades K - 8 teachers; Principal; Dr. Moore-Ollie; AP; Romeldia Salter

Status history

Jul 9

NOT STARTED
Jul 09, 2018
Evidence

Lesson Plan submitted that reflects specific differentiated instructional strategies, administration lesson plan monitoring tools, students meeting and/or exceeding NWEA and DIBELS goals.

NOT STARTED

Use questioning and discussion strategies that will deepen student understanding and challenge student thinking (Bloom's Taxonomy and Depth of Knowledge Levels)."

Sep 03, 2018 to Jun 14, 2019 - Grades K - 8 teachers; Administrators

Status history

Jul 9

NOT STARTED

Jul 09, 2018

Evidence

Instructional informal observation feedback

NOT STARTED

Target specific skills according to RIT bands on NWEA and use Framework Template to group and align instructional strategies every 5 weeks."

Jun 18, 2018 to Aug 10, 2018 - Administration and Teaching Staff (Grades 2-8).

Status history



NOT STARTED

Jul 09, 2018

Evidence

Strategy 3

NOT STARTED

Use school-wide Benchmark Assessments in reading and math as a diagnostic to effectively group students."

Sep 10, 2018 to Sep 28, 2018 - K-8 Teachers

Status history



NOT STARTED

Jul 09, 2018

Evidence

Student groups that are based on data for effective instruction

NOT STARTED

Align Quarterly Unit/Lesson Plans with N5 Curriculum Pacing Guides as a reference for Reading and Math, to ensure that all CCSS are taught at a pace that students will be prepared for EOY assessments."

Sep 04, 2018 to Jun 07, 2019 - K-8 Teachers

Status history



NOT STARTED

Jul 09, 2018

Evidence

Unit/Lesson plans have necessary components per Unit/Lesson Plan progress monitoring tool

NOT STARTED

Use EOY 2018 data to establish small groups in preparation for planning rigorous tasks and establishing small groups prior to the start of the 2019 school year"

Jul 02, 2018 to Jul 06, 2018 - K-8 Teachers

Status history



NOT STARTED

Jul 09, 2018

Evidence

Unit/Lesson Plans with small groups identified, differentiated task assigned to each group

NOT STARTED

Develop and select assessments that align to the CCSS and meet the level of rigor required for students to be successful on district and state assessments (NWEA, ISA, and PARCC)."

Jul 30, 2018 to Aug 10, 2018 - ILT and classroom teachers

Status history

Jul 9

NOT STARTED

Jul 09, 2018

Evidence

Assessments, Classroom Assessment folders, Assessment spreadsheets

NOT STARTED

Align Quarterly Unit Plans for Science to meet the scope and Sequence of the Next Generation Science Standards (NGSS)."

Sep 04, 2018 to Jun 07, 2019 -

Status history

Jul 9

NOT STARTED

Jul 09, 2018

Evidence

Submitted Science Lesson Plans align to scope and sequence of NGSS

Strategy 4

NOT STARTED

Principal review NWEA Instructional strands for Reading and Math data to determine our instructional focus for preparing students for NWEA."

Aug 06, 2018 to Oct 26, 2018 - Teachers Grade Level Team Members

Status history

Jul 9

NOT STARTED

Jul 09, 2018

Evidence

Professional Development Schedule for 2018-19; NWEA data instructional strands review

NOT STARTED

Based on Professional Development needs, ILT determine topics for Flex Day PD."

Jun 19, 2018 to Aug 31, 2018 - Teachers Grade Level Team; School Administrators

Status history

Jul 9

NOT STARTED

Jul 09, 2018

Evidence

Completed professional development needs survey; Flex Day PD Topics for 2019

NOT STARTED

Assign subject leaders/coaches for Reading, Math, Science, and Writing to lead professional development during Flex Day PDs."

Jul 02, 2018 to Aug 17, 2018 - School Administrators, ILT

Status history

Jul 9

NOT STARTED

Jul 09, 2018

Evidence

School Organizational Chart with list of roles and responsibilities

NOT STARTED

Teacher accountability for sharing what they have learned during professional developments with their GLT"

- ILT members

Status history



NOT STARTED Jul 09, 2018
Evidence

Strategy 5

ON-TRACK Refine school-wide PBIS. Develop a team that meets consistently"
- Mrs. Salter, Social Worker, School Counselor, Security, Teacher representative from each department.

Status history



ON-TRACK Jul 09, 2018
Evidence
PBIS posted in each classroom and common areas

NOT STARTED Provide clarity of classroom managed behaviors and office/administrative managed behaviors"
-

Status history



NOT STARTED Jul 09, 2018
Evidence
Behavior matrix

ON-TRACK Monthly school-wide afternoon advisory sessions to promote healthy problem solving, communication and respect and rapport."
-

Status history



ON-TRACK Jul 09, 2018
Evidence
Advisory schedule

ON-TRACK Assign Tier 3 (social-emotional) students to adult mentors for weekly check-in sessions that are designed to move students to Tier 2 status"
-

Status history



ON-TRACK Jul 09, 2018
Evidence

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.

Penn's Local School Council, Parent Advisory Council, and Bilingual Advisory Council are all organizations that are involved in planning for the school year and giving their input in developing the school's Continuous Improvement Workplan. These organizations meet monthly to receive updates on the school's progress, to plan parent involvement activities. In collaboration with school administration all stakeholders including community partners, Local School, Parent and Bilingual Advisory Council members are directly involved in planning school-wide activities for parents and students through monthly meetings. These parent organizations and community stakeholders are given the opportunity to review and discuss the school improvement plan, budget, and school's progress during the Annual Title 1 Program meeting held in the month of October each school year. Ongoing monthly meetings thereafter allow for continuous collaboration between all stakeholders to ensure that as a school community we meet the needs of our students and their families.

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

The Annual Title 1 Program Informational meeting takes place at the beginning of the school year (Usually during the first week of October) whereas LSC, Community Partners, Parent and Bilingual Advisory Council members are encouraged to attend. During this meeting Penn's CIWP Goals and Priorities, the Parent Involvement Budget Plan, Involvement Policy, Compact and By-laws are reviewed and discussed. The Organizational Meeting will occur during the month of September 2018. During the Organizational Meeting election of chairperson and other officers will take place. The roles and responsibilities of LSC members will be discussed to ensure that all stakeholders have the opportunity to voice/address concerns, provide feedback and be informed of school and community activities. To accommodate all stakeholders, administration along with the parent organization members monthly meeting dates and times for the rest of the school year. Meeting dates are posted in school common areas and notices are sent home in English/Spanish to ensure that all parents and community partners are reminded of meeting dates and times.

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.

Monthly Parent Advisory Council and Local School Council Meetings occur throughout the school year to keep parents informed about the school community and the education of their children. Parents are also given the opportunity to volunteer at the school to support their children and the school community.

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.

Parents are informed of their child's performance via 5 Week Progress Reports which includes two Report Card Pick-Up Nights in which parents meet with the teachers to discuss their child's performance on the state assessment, Benchmark assessments and Unit assessments in reading, math, science and social studies if applicable. Parents are also informed of student's progress on class assignments and homework assignments as well. Parents also receive formal reports from the school regarding their child's performance on the state assessment; these reports are issued to the school from the State Board of Education usually in October for dissemination to parents. Parents are also able to communicate with teachers and teachers with parents via Parent Portal. Parents are able to view their child's weekly grades as well as see messages from the teacher and send messages to the teacher.

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.

Principal mails letters home to each parent informing them of their "right to ask" for the educational qualifications of their child's classroom teacher. Information regarding qualifications of teachers is usually made available by the Department of Human Resources during the second semester and parents are able to pick up the information from the school.

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.

Penn school teachers will articulate content/state standards and information regarding student assessments inclusive of alternative assessments via classroom newsletters and parent-teacher conferences. Penn School will host its annual Open House during the first week of September 2018; it will include dissemination of information regarding Title 1 program, along with explanation of school's curriculum, assessment standards and tools, as well as proficiency standards students are expected to meet.

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.

Penn hosts two family nights during the school year which includes a Family Literacy Night and a Family Math Night. During these events parents are provided resources and strategies that will assist them at home while working with their child on academics. Hands on science and technology activities are incorporated in Family Nights to give parents experience with activities that will help their children. Penn's parent groups also decide on training that they feel will help them throughout the year and invite consultants in to provide parenting workshops on topics such as parenting skills, resume writing, basic computer training, at home businesses, etc. Penn also has a Parent Room with at least 4 computers in which parents can use anytime throughout the school day to do resumes, look up their child's grades in the Parent Portal, etc.

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.

Penn's partnership with Turning the Page (Stean's Foundation), has allowed Penn to host a Family Night monthly. During these events parents are provided resources and strategies that will assist them at home while working with their child on academics as providing them with techniques and skills to address their child's social and emotional needs. Hands on science and technology activities are incorporated in Family Nights to give parents experience with activities that will help their children. Penn's Parent Advisory Council makes decisions on training that they feel will help parents throughout the year. The PAC also invites consultants in to provide parenting workshops on topics such as parenting skills, resume writing, basic computer training, at home businesses, etc. Communities Organizing Family Issues (COFI) also partners with Penn School to provide monthly training and resources to parents.

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.

Penn has two full day pre-school programs in which students and parents are encouraged to volunteer to support school activities such as assemblies, field trips, classroom support, etc. All parents are encouraged to be a part of classroom instructional activities and volunteer their time on a daily basis.

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.

Monthly Parent Bulletins in English/Spanish are mailed and sent home by students to communicate school activities, parent meetings, upcoming events, tips for helping their child to be successful etc. Penn also disseminates a Quarterly Newspaper entitled Penn Times to keep parents informed of what's happening at their child's school. Penn also has a website that show cases student writing, field trip activities, as well as provides contact information of teachers and staff. The website helps to keep parents up to date on what's happening at Penn and displays pictures of what students are doing inside and outside of the classrooms. (www.penn.cps.edu).

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.)

Penn School will ensure high quality curriculum and an effective learning environment by continuing schoolwide curriculum mapping, Grade Band Unit and Lesson Planning, formal and informal REACH teacher observations and feedback, and ongoing professional development on "best practices". Penn will also provide mentoring opportunities for teachers which include teacher-to-teacher classroom observations, coaching, and teacher support. We believe our students will achieve their goals with a focus on integrating literacy, writing, math, science, social science and technology with positive support from parents, community members and staff enabling them to become confident life-long learners. The vision of William Penn Elementary School is to maintain a positive learning environment for all children, where they will be visionary innovative life-long learners. Therefore, students will be able to positively and effectively be leaders and contributors to society. All individuals who have a role in the educational process will ensure that all children achieve their greatest academic potential through a student centered environment.

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.

Penn will have its first parent-teacher meeting during Open House which will take place the Friday, August 31, 2018 prior to students starting classes (September 4, 2018). During Open House administration will share Penn's performance data that is available (State of the School) and teachers/parents will discuss expectations and curriculum for the school year. Penn's PAC Title I Annual Meeting and Organizational meeting will take place by the 2nd week of October. In addition, Penn will hold two formal parent-teacher conferences during report card pick-up days (Nov. 14th and April 10th). Parent and/or teacher may request additional parent-teacher conferences on an as needed basis.

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

Penn parents will be provided reports of their child's performance via 5 week Progress Reports sent home with students: Q1 on October 5, 2018; Q2 on December 14, 2018, Q3 on March 8, 2019; Q4 on May 17, 2019. Progress Reports communication are in addition to the Report Card Pick Up (Parent/Teacher Conference) dates (Q1 November 14, 2018 and Q3 April 10, 2019). Parents will also receive informal reports such as telephone calls and request for conference memos. In addition, the parents will receive grade reports from Grade Book as well as have access to Grade Book Parent Portal in which parents can view their child's grade online at any time.

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

Penn's parents will have access to staff before school 7:15 a.m.-7:45 a.m. and after school by appointment, and during two report card pickup parent conference days (Nov. 14, 2018 and April 10, 2019). Teachers may also schedule parent conferences during their hour planning and preparation period during the school day.

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.

Penn's parents are encouraged to participate in the following ways: morning and afternoon patrol to make sure students get to school safely, assist with classroom/schoolwide projects, help supervise students during lunch and recess periods, participate in field trips, and are invited to classroom plays and performances.

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

Penn's parents will support their children's learning in the following ways: checking/initialing their child's agenda book daily, assist and review homework daily, sending students to school everyday and writing a note when absent. Parent should participate in parent school groups (such as PAC and LSC), and attend quarterly family nights. Parents can also support their child's learning by building home libraries encouraged through school book fairs, book give aways, etc. Parent can further support their child's learning by modeling and sustaining reading a minimum of 20 minutes per day and practicing real life applications of skills learned at school

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

Penn school has an open door policy whereas parents are invited to participate in parent groups such as the Parent Advisory Council (PAC) and the Local School Council (LSC). PAC and LSC meet monthly at the school. Parents also participate in the Continuous Improvement Work Plan (CIWP) process usually during the months of Feb. through March. Parents are encouraged to review what's working and what's not working and voice their suggestions and concerns. Parents can also consult with teachers and administration regarding the education of their children at any time. Parents have formal opportunities which consist of open house in September, the two report card pickup days in November and April, and ongoing parent/community meetings. Parents will be notified in writing the date, time, and location of all formal meetings.

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

Penn students will share the responsibility for improving their academic achievement in the following ways: completing agenda books daily, completing all homework and classroom assignments, coming to school prepared to learn, following school/class rules, having positive attitudes, and attend school daily.

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.

Section 2 Goals and Activities: Indicate goals, timeline of activities and training topics that are designed to assist Parents with increasing their students' academic achievement

Goals: Overarching goal is to increase student academic achievement through parental involvement; specify your goals

Friday, September 2, 2016 – Open House, Parent-Teacher Meet and Great, Information on yearly expectations and how parents can support teachers in meeting the yearly goals. State of the School presentation by principal which shares data on school's progress in the areas of academics, attendance, conduct, on-track rate, and My School My Voice Survey results.

Tuesday, October 18, 2016 – Community Night 1: Building Relationships, Building Community- The focus on supporting the formation of positive relationships with families, peer groups, and teachers especially during the transition periods such as at the beginning of the school year. Parents will also discuss strategies to approach and prevent bullying to build a positive, safe school community

Wednesday, October 12, 2016 – High School Fair (6-8th graders and their families) at Henry Legler Library Auditorium 115 S. Pulaski Road). Students and parents will discover what High Schools they can apply to and learn about the application process, requirements and deadlines.

Tuesday, November 8, 2016 -Community Night 2:Understanding Student Progress- Parents will explore the assessments schools use to determine students' progress. They will learn ways they can support their child on tested skills throughout the school year and will understand how to ask questions about their child's progress to teachers.

December 2015 - School wide Science Fair

Tuesday, November 29, 2016-Community Night 3: Healthy Habits for Healthy Kids-

This workshop will introduce the relationship between healthy eating habits, physical activity and educational success. Parents will explore strategies as well as school-based and community-based resources to excite healthy habits at home.

Tuesday, February 7, 2017- Steam Night- In this hands-on fair in which families will be able to explore various science, technology, engineering arts and math concepts together. In the workshop parents will have the opportunity to learn about math and science curriculum and brainstorm ways to support STEAM learning at home.

February 2017 – Black History Fair and Essay Competition sponsored by the Men of Lodge 57

Tuesday, March 7, 2017-Community Night 5: Author Visit- Local children's author will read to families from his/her book followed by a question and answer session for parents. At the end of the Author Visit, parents will receive an autographed copy of the author's most recent visit as a gift from Turning the Page Community Partner Organization.

Tuesday, April 25, 2017-Community Night 6: Growing Up Digital- This workshop will explore the role of technology in children's life. Parents will discuss the impact social media has on student development and success. In addition, parents will learn ways technology can be a resource for their children's learning in and out of the classroom.

June 2016 – 8th Grade Luncheon and Graduation

Monthly PAC, BAC, and LSC Meetings; and Communities Organizing Family Issues (COFI) Parent Meetings; Family Focus: 21st Century Parent Meetings.

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.	\$	1500 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	400 .00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$	Amount .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$	152 .00
<p>54205</p>	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	Amount .00
<p>54565</p>	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$	Amount .00
<p>53510</p>	Postage Must be used for parent and family engagement programs only.	\$	Amount .00
53306	Software Must be educational and for parent use only.	\$	Amount .00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$	Amount .00