



James Shields Middle School / Plan summary

2018-2020 plan summary

Team

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Denisha Perkins	Parent - LSC Chair		No Access

Team meetings

Date	Participants	Topic
02/27/2018	All team members	Collect Data for SEF
02/13/2018	All team members	Collect Data for SEF

02/06/2018	All team Members	Organize and plan CIWP
03/13/2018	All Team Members	Collect SEF Data
03/20/2018	All Team Members	Score SEF
03/05/2018	Ms. V, Ms. Fanning and Ms. Montoya - Met with parents and LSC members to get input.	Collect Data from parents and LSC Members
04/03/2018	Ms. V, Ms. Fanning, Ms. Marose, Ms. Judeh, Ms. Gandurski	Score SEF and discuss why

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

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Shields Middle School has an established mission statement and instructional priorities, which creates a strong sense of purpose throughout the school community. There is comprehensive evidence all stakeholders understand and uphold the shared mission for our school. The mission statement is visible in all classrooms and common areas within the school building. In addition to visibility, it is used to set the purpose of every meeting and students review the mission statement on a weekly basis.

SMS has effectively and continuously articulated our mission to create common understanding of our core values, beliefs, and instructional priorities. SMS is proud of the instructional program we have created and sustained. Notable evidence in this category includes: 93% of teachers believe there is consistency in curriculum and instruction according to 5 Essentials survey.

Even though there is strong evidence to support a clear focus and high expectations for learning, SMS should continue to improve instructional alignment of our scope and sequence. In order to improve alignment, SMS needs to prioritize professional learning on development of rigorous tasks and unit planning to ensure challenging content is available for all students.

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:

Score

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.

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Shields Middle School has an Instructional Leadership Team representing relevant specialties that have a common understanding of the team's purpose and instructional priorities. The ILT team meets weekly with a clear focus of creating and implementing theories of action to improve teaching and learning. ILT utilizes the problem solving process to identify needs and then makes evidence based decisions to positively impact learning at SMS. As a professional learning community, the ILT engages staff in cycles of continuous learning to develop common understanding of best practices at SMS.

In order to advance in this area, SMS should continue to have an ILT that uses the PSP process to identify areas of need, make research based decisions to improve practice, and develop professional learning opportunities embedded in safe practice and teacher observation. Recent ILT cycles include learning on depths of knowledge and most recently on the adolescent brain.

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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Shields Middle School has selected and designed professional learning that sustains on-going practice grounded in research based best practices. Our goal is to identify PL that will improve teacher practice, thus increasing student achievement. All stakeholders engage in reflection of school-wide data in order to determine focus areas for PL. Our PL this year focused on involving the entire SMS staff on determining a powerful practice. The staff engaged in rounds and the ILT analyzed the data and the staff voted on a practice to increase student engagement, student ownership and student discourse. We have started this work through learning about the adolescent brain.

SMS is proud of the aligned professional learning we have developed and stakeholders report that there is time and structures in place for teachers to collaborate and learn together as well as participate in 'safe practice'. Notable evidence in this category includes: 93% of teachers agreed PL aligned to improvement plans; 90% of teachers believe they have opportunity to work collaboratively; and 97% of teachers agreed that PL has been sustained and coherently focused, rather than short-term and unrelated.

SMS should continue to prioritize PL around instructional strategies that encourage student ownership and student efficacy. Growth in this area would include intentional planning to address the needs of all students including these components: adolescent development, learning process, skills, knowledge and language proficiency, student interest and cultural heritage and the knowledge of student special needs and appropriate accommodations and modifications. This PL will take place during both ILT cycles and through vertical team meetings.

Guide for Professional Learning

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

Evidence, Measures, and Standards

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

- NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING**
- ✓ [Teaching the Teachers](#)
 - ✓ [Making Better Use of Research](#)
 - ✓ [Upcoming Professional Learning Opportunities](#)
 - ✓ [Framework for Teaching PD Modules](#)

Aligned Resources:

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

Score

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SMS makes every effort to ensure that students, teachers, families and community members have access to the resources necessary to ensure that our students are successful and that the school will continue to improve. The SMS schedule includes learning in core subject areas: reading, writing, math, science and social studies. Our specialist programs include AVID, Music, Art, Technology, PE and Health. Students in 7th and 8th grade have an opportunity to take pre - algebra or algebra class.

School budget allocations and instructional priorities reflect CIWP priorities and implementation milestones. SMS boasts a 4 year, 96% teacher retention rate, and collaborative hiring teams are created to identify and select high quality candidates for open positions. In addition to teacher positions allocated to core and exploratory classes, the school budget allocates additional positions aligned to school priorities: MTSS coordinator, instructional coach, case manager, full time bilingual lead teacher and bilingual teachers assistants. Additionally, student and instructional support programs are prioritized in the school budget, including: IXL, Newsela, NTN math coach, Reading Plus, Gizmos and Mastery Manager, SMART hour (target student support), Algebra support, extended day pay for teachers to plan and support students, student groups and organizations, coaching and athletics. In addition, we have purchased multiple chromebook carts and chromebook dock stations as we work to have a 1 to 1 technology ratio.

There is strong evidence that reflect meaningful outreach efforts to engage community members as partners and resources. Notable evidence in this category is recognized through programs and positions supported by partners. In particular, the Brighton Park Neighborhood Council provides support for: Community School Program, Parent Mentors, separate Parent & Resource Coordinators and Health Promoter, one part time school counselor, one full time school counselor and 1 family case manager. Support from BPNC provides needed services otherwise unattainable based on budgetary restrictions. Additional notable partners include Mesirow Financial, United Way, Big Brothers and Big Sisters, Ingenuity and Creative School Grants, Healthcare Alternative Systems, and New Leaders.

SMS should continue to align budget and resource allocation to support CIWP and Instructional Priorities. To improve in this area, SMS should create structures to acquire grant funding to further support CIWP and Instructional Priorities. We need to prioritize spending on technology to ensure students and teachers have access to the most up to date technological resources. SMS will continue to improve the process for assessing teacher curriculum and resource needs and collecting data around the outcomes of the programs and curriculum we are currently using.

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
 - Use CPS Instructional Time Guidelines to maximize instructional time.
 - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
 - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
 - Leverage strategic source vendors to maximize dollars.
 - Seek and obtain grants to support articulated needs.
 - Use grant funds strategically to support areas of highest need.
 - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
 - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
 - Use an interview process including a protocol for questioning and select highly qualified candidates.

- Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
- Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
 - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
 - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
 - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
 - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
 - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
 - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Score

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Intentional planning is a priority at Shields Middle School. Grade level teachers engage in planning once a week and content area teachers meet monthly to ensure horizontal and vertical alignment around designing a system of balanced assessment. Teachers have developed Unit Plans that address the state standards and using the Understanding By Design (UbD) model. Unit plans are shared on a common Google Drive and submitted quarterly. Teacher Leaders (SM8TLs) meet quarterly to plan and provide feedback sessions for all teachers. In SY18, the ILT provided professional development on adolescent development in order to increase understanding of how to increase student engagement. CPS Framework for Teaching indicates that 48% of teachers are Proficient and 43% are Distinguished in component 3c Engaging Students in Learning. Additionally, 51% of teachers are Proficient and 39% are Distinguished in component 1d Designing Coherent Instruction. SMS reaches outside the classroom to provide real world application. Notable evidence includes, Science Fair, Gizmo, AVID, BPNC, Art Show, Learning Garden, High School Fair, and Big Brothers Big Sisters.

To advance in this area, SMS should provide professional development on language standards and goals, along with Disciplinary Literacy, in order for teachers to incorporate these ideas into their unit plans and provide opportunities for all learners including EL and advanced learners. Additionally, teachers need additional professional development on Stage 2 and 3 of UbD in order to be able to evaluate and improve their unit plans. In SY19, ILT will lead teachers in their ongoing understanding of how to increase student engagement through intentional planning of research-based strategies and supports.

Guide for Curriculum

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ CPS Content Frameworks: Math, Science, Social Science, and Literacy ✓ CPS Literacy Scope and Sequence ✓ CPS Math Scope and Sequence Guidance ✓ Digital Citizenship Curriculum ✓ K-12 Financial Literacy Guide ✓ Personal Finance 3.0 Course ✓ Physical Education Scope & Sequence ✓ Health Education Scope & Sequence ✓ Interdisciplinary African & African American Studies Curriculum ✓ Interdisciplinary Latino and Latin American Studies Curriculum

Instructional Materials:

Materials to present learning content and what the learner uses to demonstrate are characterized by variability and flexibility.

Materials are identified and adapted to increase access to learning for all students. Materials include multimedia and embedded, just-in-time supports; varied tools and supports; alternative pathways, and varied levels of support and challenge. (adapted from UDL Guidelines 2.0)

Score

1 2 3 4

SMS is proud of purchasing technology for nearly all students at SMS and getting closer to obtaining our 1:1 goal. ELA and Social Studies teachers receive ongoing support in planning and instruction from the SMS Instructional Coach and the Math team have received an outside Math Coach from National Training network. New to SMS in the SY18 school year was the purchase of an IXL Math and Reading subscription for every student. Teachers use IXL as a supplemental intervention resource in all classrooms. The CPS Framework for Teaching indicates that 56% of teachers are Proficient and 37% Distinguished in component 1c Selecting Instructional Outcomes. Additionally, 41% of teachers are Proficient and 56% are distinguished in component 1b Demonstrating Knowledge of Students.

Growth in this area would include providing teachers with additional technology to meet a 1:1 student:Chromebook ratio. Social Studies teachers need additional support in planning and materials around CCSS and the new ISBE Social Science standards. All teachers will benefit from resources that can help them with the implementation of Tier 2 interventions and challenge above proficiency level students, and provide for our Native speakers and Diverse Learners.

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"> ✓ SGRP 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 ✓ UDL PD Modules ✓ CPS Integrated Library System (S.O.A.R.)

Rigorous Student Tasks:

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

Score

1 2 3 4

SMS has high expectations for all students to learn at a high level and show growth and experience success. All teachers at SMS are able to identify DOK levels 1-4 in various tasks and assessment, and the levels of rigor embedded in the standards. Vertical teams have attended PD on designing balanced assessment, which involved identifying levels of rigor and adjusting assessments to meet those levels. The Social Studies team has worked towards implementing the CCSS informational text standards through the creation of standards-based tasks and assessments. CPS Framework for teaching indicates that 51% of teachers are proficient and 39% distinguished in component 1d Designing Coherent Instruction.

To advance in this area, teachers need additional working sessions to align tasks to level of rigor of the standards in order to match the levels and range of rigor in assessments. Teachers will need additional professional development in how to use Looking at Student Work protocols to adjust Stage 3 and staircase levels of tasks among grade levels.

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	<ul style="list-style-type: none"> ✓ SQRIP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	1d. 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 Arrangements Reflect Today's Higher Standards? ✓ Student Work Protocol (SQRIP) ✓ 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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The mission of SMS is to prepare students to be career and college prepared. SMS teachers convey high learning expectations for all students. CPS Framework for teaching indicates that 53% of teachers are Proficient and 45% are Distinguished in component 2b Establishing a Culture for Learning. SMS hosts a high fair for all graders 8th graders and the Counselor meets with 8th grade students to discuss their High School selection options. English language learners are monitored throughout their four years at SMS even after they exit the transitional bilingual program. SMS is an AVID model school and select 7th and 8th grade students participate in AVID classes taught by certified AVID-trained teachers. SMS currently offers a pre-algebra class for 7th graders and an algebra class for eligible 8th grade students. The fifth grade team hosts an annual 4th grade visit in order for students to become familiar with the middle school model.

To advance in this area, students of all grade levels 5-8th need more exposure to college and career opportunities. Teacher can benefit from professional development in how to incorporate more college and career experiences.

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 ✓ Nipponia Monthly Data ✓ Scholarships earned ✓ 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. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> ✓ Everything College ✓ CPS 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	

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

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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Accessibility and the use of data is a priority at Shields Middle School. Notable evidence in this category includes access to Mastery Manager, AIMSweb, IXL, NWEA and ACCESS results, as well as On Track reports, allow staff to plan for a range of effective approaches to student learning. This range includes planning for the Gradual Release of Responsibility through Daily Learning Targets and the alignment of formative checks for understanding. Targeted instruction occurs from the analysis of data which identifies students' instructional needs. Because we are an AVID model school, Shields Middle School implements common instructional strategies such as Cornell Notes, Philosophical Chairs, Socratic Seminars, and the use of binders to improve students' organizational skills. Teachers engage in common planning times throughout the week with their grade level teams, as well as meet monthly in content-areas to align standards-based instruction and strategies. Content teachers are supported by Network 8 Teacher Leaders within SMS in the planning and implementation of UBD unit plans. Formal observations under REACH component 3C, Engaging Students in Learning, shows that 91% of teachers fall into the Proficient and Distinguished categories, demonstrating that teachers regularly use appropriate and well-developed examples to connect to students.

Although 64% of teachers are Proficient in REACH component 3C, using questioning and discussion techniques, Shields Middle can advance by providing embedded, ongoing professional development around school-wide AVID strategies. The accessibility of current technology should be furthered through adult professional development that utilizes the breadth of features within Mastery Manager, IMPACT/Gradebook, AIMSweb, NWEA, and IXL. Lastly, SMS should continue to provide effective EL services with additional bilingual support staff and collaborate with achievement and vertical teams to enhance instruction.

Guide for Instruction

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	<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:

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

Score

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Content-area teams have devised a year long scope and sequence calendar which not only guides instruction, but also aligns instruction with intentional assessment. These interim assessments are given pre and post instruction in the core content areas which teachers use as actionable data to inform planning and supports. Teachers also utilize on-track data every five weeks to help close the learning gap prior to students reaching the end of the quarter. Based on REACH component 4A, Reflecting on Teaching and Learning, 81% of teachers are distinguished, showing that teachers are continuously reflecting on specific ideas about how well various lesson adjustments will work for specific student learning needs, including diverse learners and English learners. According to SMS' SY18 SQRP rating, 70% of the Diverse Learner population, met their growth target. Although we do not have recent EL data due to changes in the scoring process, 60% of EL students in school year 2017 met their growth targets. Overall, 82% of SMS students have met their growth target in Reading in school year 2018.

Through Parent Portal, parents and students are able to monitor multiple measures of student learning by reviewing grades that are updated by teachers bi-weekly. SMS is proud that over 80% of parents are signed up with access to Parent Portal. Grade weights are determined by each grade level to provide consistency within achievement teams.

Growth in this area should include further discussion around consistent implementation of the grading policy amongst teachers and administration. To provide consistency school-wide, grade categories/weights should be determined vertically as well as across grade levels. Teachers at SMS can benefit from further professional development around the analysis of ongoing multiple measures of assessment, and also around best practice strategies for English Learners.

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"> 1.e. Selecting Learning Objectives 1.f. Designing Student Assessment 2.f. Using Assessment in Instruction 4.a. Reflecting on Teaching & Learning 4.b. 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:

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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The MTSS at SMS has prioritized daily Tier 3 interventions through the addition of a Tier 3 interventionist. The Tier 3 interventionist targets students in grades 5 through 8 with the greatest academic need and plans for personalized learning with the support of the REWARDS intervention program. Regarding students identified as off-track, SMS counselors meet with these students every 5 weeks to review progress report and report card data. Teachers utilize this data to help with instruction. Members of the MTSS team use on-track data to design and implement Tier 2-3 behavior interventions. The Culture and Climate team at SMS meets regularly to reflect on the effectiveness of the school-wide behavior plan and makes suggestions for adjustments and improvements.

As part of our efforts toward student efficacy, students initiate parent-teacher conferences with the support of a student-created goal-setting sheet that guides the conversation. LBS1 teachers and EL teachers meet regularly with general education teachers to discuss student progress and plan for differentiated learning. We also have weekly achievement team meetings with an allotted time for MTSS conversations.

In an effort to improve ongoing MTSS and SEL practices, teacher teams at SMS should be provided with guided discussion/protocol for the MTSS agenda time during Achievement Team meetings. This will provide both teachers and the MTSS team with more specific information to make intentional choices regarding interventions/supports for all students. In order to empower staff to incorporate SEL goals into their planning and instruction, more professional development should be provided around the SEL standards.

Guide for Multi-Tiered System of Supports

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
 - Empower student to advance their learning.
 - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
 - Classrooms are student-centered with student agency.
 - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
 - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
 - Monitor students requiring and receiving targeted and intensive instruction/interventions.
 - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
 - Determine appropriate interventions for students or groups of students not making adequate progress.
 - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

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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.

Establishing and maintaining a culture for learning is a priority at Shields Middle School. Our culture for learning is present and shared among all stakeholders in our school - this belief is represented in our school mission statement, instructional priorities, behavior plan, and learning expectations. SMS is a place where there are high expectations for all students as well as a place where teachers and students value learning and hard work. Notable evidence in this category includes: 88% of students agree that their coursework requires them to complete hard work in order to do well; 95% of students agree that teachers push them to become better thinkers, rather than just memorize facts; and 87% of students agree that teachers at SMS expect them to do their best work at all times.

SMS sets high expectations according to grade-appropriate learning objectives by creating an educational curriculum that fosters students at all learning levels. Multi-tiered Systems of Support (MTSS) have been implemented school-wide to ensure learning of all students. ILT learning cycles have focused specifically on differentiating instruction in order to ensure all students are able to persevere. There is comprehensive evidence to support SMS's belief in our students as well as our ability to make a difference with each and every student. For instance, 84% of teachers feel mostly responsible when students fail, and 81% feel mostly responsible to help each other do their best.

To advance in this area, SMS should continue to foster a culture for learning by teaching students a growth mindset to encourage student resilience and hard work. Specific growth in this area would include a focus on creating a schoolwide sense of belonging and high academic and behavioral structures.

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 ✓ 82&9 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	<ul style="list-style-type: none"> C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
<ul style="list-style-type: none"> ✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Competency Guide p. 50 ✓ Social Emotional Learning Supports (cps.edu/SEL) ✓ ASCA Mindsets & Behaviors 	

Relational Trust:

Score

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.

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High levels of relational trust between all school participants is an essential focus at Shields Middle School. There is exemplary evidence to support the high levels of support and respect teachers display among other teachers as well as teacher-principal trust. Evidence in this area includes: 95% of teachers agree that they trust one another; 95% agree that teachers respect other teachers who take the lead in school improvement plans; and 97% agree that they feel respected by other teachers.

Respectful exchanges among teachers 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. Notable evidence in this area is as follows: 95% of teachers respect colleagues who are experts at their craft, and 95% agree that teachers engage in constructive conversations about their feeling, worries, and frustrations.

Students at SMS participate in restorative practices in order to build positive relationships with their peers as well as ensure an improved proportion of interactions remain positive. Although 87% of teachers feel mostly responsible for helping students develop self-control, improvement in this area should continue to create opportunities for improved interactions (restorative practices), allowing students to become more mutually supportive and respectful of individual differences.

Guide for Relational Trust

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
MTSS Framework	Shared Leadership, Family & Community Engagement
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate
Now WHAT? Materials to Support Improvement Planning	
✓	Social Emotional Learning Supports (cps.edu/sel)
✓	Trust in Schools: A Core Resource for School Reform (ASCD)
✓	Creating a School Community (ASCD)

Student Voice, Engagement, & Civic Life:

Students are interested and engaged in learning, invested in their school, and contributing to their community. The school provides early and ongoing exposure to a wide range of extracurricular activities and rigorous courses and programming.

Score

1 2 3 4

Providing early and ongoing exposure to a wide range of extracurricular activities and rigorous courses and programming is outlined in Shield Middle School instructional priorities. Providing academic rigor and enrichment is explicitly stated in our school mission statement in an effort to encourage our students to make positive contributions to their education, school, and community.

SMS students have equitable access to a wide range of elective classes such as AVID, Art, Music, Physical Education and Health. In order to continue nurturing student talent and interest SMS solicits student feedback in determining extracurricular activities such as Art Club, Recycling Club, Gardening Club, Band, Eagle Eye Productions, Student Council, Student Voice Committee, Big Brothers Big Sisters program, and our ongoing involvement with the Brighton Park Neighborhood Council. Additionally, SMS has built an ongoing relationship with United Way, fostering meaningful relationships and opportunities for all SMS community members. Furthermore, SMS staff provide additional after school learning programs such as Homework Help and SMART Hour, but also athletic opportunities which are determined by student input and interest.

Rigorous courses such as AVID, Pre-Algebra, and Algebra are part of SMS's course curriculum in order to nurture students interest in high education as well as increase engagement for students currently performing at high levels.

Growth in this area would include increasing opportunities for community based outreach projects and programs. SMS should continue to foster relationships with outside businesses to connect to decision-makers. In doing so it will improve student understanding and awareness of the structure and roles of a civil society in an effort to enhance student impact on school and outside community.

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

All Shields Middle School stakeholders are invested in ensuring that all students and adults feel physically, socially, intellectually, and emotionally safe throughout the school. SMS implements a teacher created school-wide behavior policy aligned to the CPS Student Code of Conduct but also includes restorative practices in an effort to reinforce established expectations in a proactive way. SMS emphasizes the aforementioned practices in order to minimize punitive consequences and instill a shared expectation for positive behavior. SMS is proud that 92% of teachers agree in feeling responsible for maintaining discipline in the entire school rather than just their classroom. Also 98% of teachers feel mostly responsible for helping students develop self-control.

SMS's continued dedication to this work has increased our capacity to manage classroom routines and procedures to maximize instructional time. Teachers model and reinforce clear behavior expectations for students to help them contribute to the learning environment in classrooms without excess disruption. Notable evidence in this area includes: 88% of students agree they feel safe and comfortable with their teachers and 94% of students agree they feel safe in our building.

Although safety and order is demonstrated by the ease and efficiency of arrival and dismissal, 49% of students lack a sense of safety traveling between home and school. SMS should continue to provide clear procedures for reporting and responding to safety concerns, managing efficient and orderly transitions between activities, maintaining that all adults including recess supervisors, parent volunteer, and lunch staff use active supervision (move, scan, and interact) in all settings. Additionally, creating a more explicit criteria for office versus classroom managed behavior should be outlined in our school-wide behavior plan.

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

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

Score

1 2 3 4

Social emotional learning is a priority at Shields Middle School. All staff take a restorative approach in all of our interactions with all community members. A school-wide behavior policy reinforces positive student behavior with clear expectations, routines, and procedures. SMS is proud of our development and implementation of a Climate and Culture team at SMS. The team meets regularly to organize systems that support a restorative environment. Success of our Climate and Culture team includes: creating positively stated behavioral expectations posted throughout the school and in all classrooms; helping sustain routines and procedures central to the learning environment and student success; creating a scheduled reflection time for students to engage in restorative conversations in order to change behavior, facilitating Award Assemblies, Random Reward days, and Attendance announcements to continually acknowledge effective effort for positive student behavior.

Implementing a Multi-tiered System of Supports (MTSS) at SMS has increased stakeholders ability to facilitate change in improve students social, emotional, and behavioral growth. The MTSS team uses multiple data facets including NWEA, Attendance, Off-Track/On-Track reports, Progress Reports and Report Cards in order to establish reinforcements for students in need of tier two or tier three supports. Additionally, when students are identified as in need of social, emotional, academic, and behavioral growth our school Interventionist continues to progress monitor and collect data to help drive our ability to make informed decisions around restorative practices.

SMS also has a Restorative Practice Coach who aids the Culture and Climate team in deepening their understanding and knowledge of restorative practices; the Culture and Climate team then provides learning to staff of new skills and strategies in an effort to use Restorative conversations and address power struggles with students by offering an opportunity for student choice and voice. Notable evidence in this area includes: 98% of teachers feel mostly responsible for helping students develop self-control, 81% of students agree that teacher listen to their ideas, and 90% of students agree that teachers treat them with respect. This evidence demonstrates the level of mutual trust and respect among students and teachers at SMS.

Shields staff members have increased student engagement in talking circles and restorative dialogue as a means for students to take responsibility for repairing harm caused by the actions. Punitive responses to behavior are only implemented for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separations is a logical response to the behavior. However, to advance in this areas SMS should continue to consistently implement the Shields MS Behavior Plan, engage teachers in professional learning around the SEL standards and adolescent development, develop teacher capacity to properly intervene by identifying, progress monitoring, and documenting students in need of classroom level interventions. Further growth in this area would include identifying materials for Tier 3 intervention with a focus on math, allocating personnel to provide Tier 3 interventions and time at Achievement Team meetings to discuss students at risk. And continue our partnership with BPNC to provide Tier 3 SEL supports, including one on one and family counseling, meaningful after school learning and enrichment opportunities, and promote healthy lifestyles and decision making.

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:

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

Score

1 2 **3** 4

As stated in the Shields Middle School Mission Statement, students, families, staff, and partners will work together to provide academic rigor and enrichment in a nurturing, positive, and safe environment. The partnership established among all stakeholders is most notable through our parent-led PAC, fully-staffed and active LSC, highly visible Parent Patrol who ensure safe arrival and dismissal as well as recruiting new parent volunteers, and also our parent representative to support network initiatives and implementation (N8PL's).

Additionally, SMS continues to engage in sustainable, ongoing communication with parents and community members on a regular basis. SMS is proud that 80% of parents have active Parent Portal accounts as of April 2018. Both written and verbal forms of communication are provided in English and Spanish. Forms of communication include but are not limited to: monthly newsletters, regular updates via robocalls, announcements posted to school website, weekly communication via phone and email from teachers. Furthermore, in order to increase opportunities for parents to ask questions, raise concerns, and give feedback, Principal Fanning hosts weekly meetings for parents to engage in quality conversations. There is widespread evidence to support SMS's efforts to continually support parent partnerships. For example, 97% of teachers feel respected by parents, 88% agree that teachers and parents think of each other as partners in education children, 78% agree that most parents support teachers teaching effort, and 97% agree that SMS staff work hard to build trusting relationships with parents.

Through SMS's partnership with BPNC parents and families are invited to participate in the learning and development of our students through our Parent Mentor program. In doing so, parents remain informed of grade level standards and expectations. Other opportunities implemented to develop strong parent partnerships include SMS's annual science fair, art show, student music assemblies, AVID family night, STEM night and open house. Other monthly workshop series are offered as well as weekly classes engaging parents in physical fitness and the arts.

With that being said, 59% of stakeholders feel parents are involved a great deal in the development of programs aimed at improved students' academic outcomes. Therefore, to improve family support and engagement as partners in the instructional program SMS should identify and communicate the role of students, parents, and staff to build a successful school community while also designing ongoing opportunities for families to engage in meaningful learning experiences relevant to content and culture.

Guide for Parent and Family Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
 - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
 - Host events for parents to share with other parents how home and school complement each other.
 - Share best practices around learning and development with parents to support students at home.
 - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
 - Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
 - Assist parents to volunteer in the school and/or participate on teams/committees.
 - Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- **Frequently communicate with families about class and individual activities and individual student's progress.**
 - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
 - Send regular, positive, personalized communication from a staff member.
 - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
 - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
 - Information is provided to parents in their native language.
 - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

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

Goals

Required metrics (Elementary)

18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 1 in 1 year and Level 1+ in 2 years.	58.00	82.00	85.00	86.00	90.00
National School Growth Percentile - Math					
This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 1 in 1 year and Level 1+ in 2 years.	25.00	19.00	75.00	29.50	40.00
% of Students Meeting/Exceeding National Ave Growth Norms					
This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 1 in 1 year and Level 1+ in 2 years.	49.30	53.40	75.00	56.70	60.00
African-American Growth Percentile - Reading					
N/A	(Blank)	(Blank)	0.00	0.00	0.00
Hispanic Growth Percentile - Reading					
This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 1 in 1 year and Level 1+ in 2 years.	60.00	83.00	80.00	75.00	75.00
English Learner Growth Percentile - Reading					
N/A	48.00	(Blank)	90.00	0.00	0.00
Diverse Learner Growth Percentile - Reading					
This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 1 in 1 year and Level 1+ in 2 years.	46.00	70.00	66.00	70.00	70.00
African-American Growth Percentile - Math					
N/A	(Blank)	(Blank)	0.00	0.00	0.00
Hispanic Growth Percentile - Math					
This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 1 in 1 year and Level 1+ in 2 years.	27.00	22.00	75.00	26.00	30.00

English Learner Growth Percentile - Math

N/A	60.00	(Blank)	55.00	0.00	0.00
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Diverse Learner Growth Percentile - Math

This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 1 in 1 year and Level 1+ in 2 years.	31.00	14.00	60.00	22.00	30.00
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National School Attainment Percentile - Reading (Grades 3-8)

This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 1 in 1 year and Level 1+ in 2 years.	49.00	62.00	66.00	66.00	70.00
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National School Attainment Percentile - Math (Grades 3-8)

This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 1 in 1 year and Level 1+ in 2 years.	45.00	39.00	66.00	39.00	40.00
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National School Attainment Percentile - Reading (Grade 2)

N/A	(Blank)	(Blank)	0.00	0.00	0.00
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National School Attainment Percentile - Math (Grade 2)

N/A	(Blank)	(Blank)	0.00	0.00	0.00
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% of Students Making Sufficient Annual Progress on ACCESS

N/A	36.30	(Blank)	66.00	0.00	0.00
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Average Daily Attendance Rate

This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 1 in 1 year and Level 1+ in 2 years.	96.20	95.60	97.50	95.80	96.00
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My Voice, My School 5 Essentials Survey

As a school we will continue to review and analyze My Voice, My School 5 Essentials data.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

0 of 0 complete

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...

...then we see...

...which leads to...

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If we develop a school-wide framework for positive behavior based on shared values and expectations

then we will see an orderly school environment

which leads to maximized instructional time.

Tags:

Safety and order, Restorative approaches to discipline

Area(s) of focus:

1

Action step

Responsible

Timeframe

Status

Develop school-wide expectations matrix

SMS Staff, School Climate and Culture Leadership Team

May 8, 2018 to Aug 15, 2018

Not started

Clarify criteria for office-managed vs. classroom-managed behaviors

SMS Staff, Climate and Culture Leadership Team, Admin

May 8, 2018 to Aug 15, 2018

Not started

Build a menu of responses to behaviors aligned to the SCC

Climate and Culture Leadership Team, MTSS Team, Admin, Security

Sep 10, 2018 to Dec 28, 2018

Not started

Student Voice Committee and Student Council provide input on the expectations matrix

Admin, Student Voice, Student Council

May 8, 2018 to Aug 15, 2018

Not started

Revisit the school-wide behavior plan quarterly to assess its impact.

Admin, SMS Staff, Security

Oct 29, 2018 to Jun 26, 2020

Not started

Strategy 2

If we do...

If we build a shared understanding of how to shape positive behaviors based on students' individual needs

...then we see...

then we will see staff responding to misbehavior in calm, respectful, and thoughtful ways, and students getting along with others, making responsible decisions, and focusing on learning

...which leads to...

a strong and consistent school and classroom climate of wisdom, integrity, respect, responsibility, and courage.

Tags:

Safety and order, Culture for learning, Restorative approaches to discipline

Area(s) of focus:

2

Action step

Responsible

Timeframe

Status

Reinforce positive student behavior with clear WIRRC expectations, routines, and procedures

SMS Staff, Admin, Community, Parents, Students, Security

Aug 27, 2018 to Jun 26, 2020

Behind

Intentionally teach SEL standards through advisory, classes, and WIRRC hour.

SMS Staff, Admin, Climate and Culture Leadership Team, Security

Sep 3, 2018 to Jun 21, 2019

Not started

Hire a Youth Interventionist Specialist	Admin	May 8, 2018 to Jul 2, 2018	Not started
Create the advisory schedule for SY19-20 and plan for implementation	Admin, Counselor	May 8, 2018 to Jun 26, 2020	Not started
Update our current behavior plan to reflect changes to the SCC in order to have a discipline system that guides students to take ownership, resolve conflict, and learn from their actions	Climate and Culture Leadership Team, Admin	Jun 25, 2018 to Aug 24, 2018	Not started

Strategy 3

If we do...

...then we see...

...which leads to...

If we create a school-wide atmosphere that values learning and hardwork	then we will see classrooms with high cognitive energy and expectations, and students that persevere and take ownership in their work	which leads to increased achievement.
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Tags:

Culture for learning, Rigorous student tasks

Area(s) of focus:

3

Action step	Responsible	Timeframe	Status
Plan and implement for the Cycle of Continuous Learning around increasing student engagement through increasing Agency, Authority, and Identity	ILT, Admin	Aug 14, 2018 to Jun 26, 2020	Not started
Integrate SEL competencies within academic disciplines.	SMS Staff, Admin	Aug 27, 2018 to Jun 26, 2020	Not started
Recognize high levels of student achievement and other areas of student success.	SMS Staff, Admin	Sep 4, 2018 to Jun 26, 2020	Not started

Strategy 4

If we do...

...then we see...

...which leads to...

If teachers regularly examine student work to build a vision of quality across grades and content areas	then students will be provided with opportunities to engage in cognitively challenging tasks and authentic experiences	which will lead to college and career readiness.
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Tags:

Rigorous student tasks

Area(s) of focus:

4

Action step	Responsible	Timeframe	Status
Plan out the Vertical Team schedule and learning for SY19	Admin, Instructional Coach	May 18, 2018 to Aug 31, 2018	Not started
Create and implement vertically aligned tasks and assessments that meet the grade level and level of rigor for standards being taught and assessed.	SMS Staff, Admin, Instructional Coach	Aug 27, 2018 to Jun 28, 2019	Not started

With vertical team, assess tasks for rigor and differentiate for all students including EL and DL students.

SMS Staff, Admin, Instructional Coach

Aug 27, 2018 to Jun 26, 2020

Not started

Action Plan

Strategy 1

NOT STARTED

Develop school-wide expectations matrix"

May 08, 2018 to Aug 15, 2018 - SMS Staff, School Climate and Culture Leadership Team

Status history



NOT STARTED

May 15, 2018
Evidence

NOT STARTED

Clarify criteria for office-managed vs. classroom-managed behaviors"

May 08, 2018 to Aug 15, 2018 - SMS Staff, Climate and Culture Leadership Team, Admin

Status history



NOT STARTED

May 15, 2018
Evidence

NOT STARTED

Build a menu of responses to behaviors aligned to the SCC"

Sep 10, 2018 to Dec 28, 2018 - Climate and Culture Leadership Team, MTSS Team, Admin, Security

Status history



NOT STARTED

May 15, 2018
Evidence

NOT STARTED

Student Voice Committee and Student Council provide input on the expectations matrix"

May 08, 2018 to Aug 15, 2018 - Admin, Student Voice, Student Council

Status history



NOT STARTED

May 15, 2018
Evidence

NOT STARTED

Revisit the school-wide behavior plan quarterly to assess its impact."

Oct 29, 2018 to Jun 26, 2020 - Admin, SMS Staff, Security

Status history

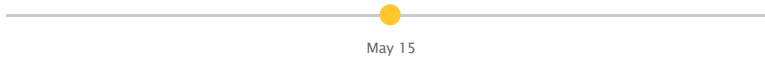


NOT STARTED May 15, 2018
Evidence

Strategy 2

BEHIND Reinforce positive student behavior with clear WIRRC expectations, routines, and procedures"
Aug 27, 2018 to Jun 26, 2020 - SMS Staff, Admin, Community, Parents, Students, Security

Status history



BEHIND May 15, 2018
Problem
Root Cause
Next steps

NOT STARTED Intentionally teach SEL standards through advisory, classes, and WIRRC hour."
Sep 03, 2018 to Jun 21, 2019 - SMS Staff, Admin, Climate and Culture Leadership Team, Security

Status history



NOT STARTED May 15, 2018
Evidence

NOT STARTED Hire a Youth Interventionist Specialist"
May 08, 2018 to Jul 02, 2018 - Admin

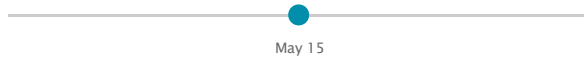
Status history



NOT STARTED May 15, 2018
Evidence

NOT STARTED Create the advisory schedule for SY19-20 and plan for implementation"
May 08, 2018 to Jun 26, 2020 - Admin, Counselor

Status history



NOT STARTED May 15, 2018
Evidence

NOT STARTED Update our current behavior plan to reflect changes to the SCC in order to have a discipline system that guides students to take ownership, resolve conflict, and learn from their actions"

Jun 25, 2018 to Aug 24, 2018 - Climate and Culture Leadership Team, Admin

Status history



NOT STARTED May 15, 2018
Evidence

Strategy 3

NOT STARTED
Plan and implement for the Cycle of Continuous Learning around increasing student engagement through increasing Agency, Authority, and Identity"
Aug 14, 2018 to Jun 26, 2020 - ILT, Admin

Status history



NOT STARTED May 15, 2018
Evidence

NOT STARTED Integrate SEL competencies within academic disciplines."
Aug 27, 2018 to Jun 26, 2020 - SMS Staff, Admin

Status history



NOT STARTED May 15, 2018
Evidence

NOT STARTED Recognize high levels of student achievement and other areas of student success."
Sep 04, 2018 to Jun 26, 2020 - SMS Staff, Admin

Status history



NOT STARTED May 15, 2018
Evidence

Strategy 4

NOT STARTED Plan out the Vertical Team schedule and learning for SY19"
May 18, 2018 to Aug 31, 2018 - Admin, Instructional Coach

Status history



NOT STARTED May 15, 2018
Evidence

NOT STARTED
Create and implement vertically aligned tasks and assessments that meet the grade level and level of rigor for standards being taught and assessed."
Aug 27, 2018 to Jun 28, 2019 - SMS Staff, Admin, Instructional Coach

Status history



May 15

NOT STARTED

May 15, 2018
Evidence

NOT STARTED

With vertical team, assess tasks for rigor and differentiate for all students including EL and DL students."

Aug 27, 2018 to Jun 26, 2020 - SMS Staff, Admin, Instructional Coach

Status history

May 15

NOT STARTED

May 15, 2018
Evidence

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of these 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.

Shields Middle School provides details and supports the PAC Organizational Meeting required by Title 1 and provides additional supports to parents throughout the year in conjunction with PAC leadership.

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 Title I Annual Meeting will be held on 9/19/2018 at 8:30am in the school cafeteria.
The Title I PAC Organizational Meeting will be held on 9/19/2018 at 9:30am in the school cafeteria.

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.

The information associated with Title 1 Programming (description and explanation of curriculum, assessments, and proficiency levels/targets of students) will be regularly communicated to parents during PAC meetings.

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.

Teachers give parents this information in November during Parent teacher conferences. In addition, teachers provide students with this information so they can set SMART goals.

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.

If this is the case, a letter will be sent to parents per CPS policy.

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.

We meet with parents on a regular basis. Teachers explain assessments during parent - teacher conferences in November and April. In addition, we have stations set up during parent teacher conferences to support parents with more information about assessment and how to help their children be successful and meet attainment. We present to the PAC on NWEA and student promotion. We also meet with all 8th grade families and students to explain the CPS promotion criteria.

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.

We have parent workshops on a weekly basis. During the workshops, parents learn about the technology platforms we use at the school and learn how students can access these programs at home. We also show parents how they can use the programs. We use IXL, Reading Plus, Gizmo and Khan Academy.

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.

We engage parents on a regular basis. We have a strong parent patrol program, parent mentor program, PAC, BAC and LSC. We send weekly Robo calls and monthly newsletters. We send letters when necessary to communicate other events happening at the school. In addition to parent workshops, parents are invited to all assemblies and school events. We host a STEM Night, Book Fair, Art Show and Music and Dance Program on a yearly basis.

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.

We service students in grades 5 - 8, however; parents are always welcome to bring younger children to all school events. In addition, we invite the elementary school parents to all events.

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.

All materials that go home are sent in English and Spanish. We have several native Spanish speakers that translate documents.

Policy Implementation Activities

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

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

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

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

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

n/a

School-Parent Compact

Complete

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

The James Shields Middle School Community, consisting of students, families, staff, and partners will work together to provide academic rigor and enrichment in a nurturing, positive, and safe environment. As a team, we will create a college and career ready experience that will encourage each student to be RESPECTFUL, RESPONSIBLE, COURAGEOUS, WISE, and to act with INTEGRITY. Shields Middle School students will advance their intellectual and leadership qualities to make a positive impact in Brighton Park and beyond.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

Parent teacher conferences are held on the following dates: November 14, 2018 and April 10, 2019. Teachers and students lead conferences with parents. We set up stations so parents have various stations to engage in during conferences.

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

The school provides progress reports every 5 weeks. Progress reports are sent home with students. We encourage parents to sign up for parent portal and we have the highest parent portal rate in our Network at almost 80%.

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

Staff make themselves available to parents through email, phone calls and face to face visits. If parents request a conference teachers find time to meet during preparation periods.

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

Parents have many opportunities to volunteer. We have 8 parent mentors and an active parent patrol group. Parents support during recess and lunch.

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

Parents have access to parent portal. We have the highest parent portal percentage in the network at 80%. Parents are able to monitor student achievement and attendance in this way.

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

The parents are welcome to consult with the school on a daily basis. Someone is always available to receive parent concerns and the administrative and counseling teams follow up on all parent requests.

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

Students set SMART goals aligned to assessments and classroom goals. Teachers have students set and review goals on a quarterly basis. Students are aware of their attendance. Students with low attendance are enrolled in a recovery program where they provide service to the school to make up for lost time at school.

Parent Budget

Complete

Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.

I will meet with PAC leadership in September to discuss a plan for workshops focused on the needs of our community related to student achievement.

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

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 0 .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.	\$ 400 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 1127 .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)	\$ 200 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ 1206 .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.	\$ 575 .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.	\$ 1000 .00
<p>53510</p>	Postage Must be used for parent and family engagement programs only.	\$ 0 .00
53306	Software Must be educational and for parent use only.	\$ 0 .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.

\$	0	.00
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