Edward Beasley Elementary Magnet Academic Center  /  Plan summary

# 2018-2020 plan summary

Team

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Team meetings

| Date | Participants | Topic |
|---|---|---|
| 03/21/2018 | Norwood, Davis, Rendleman, Cahill, Banks, Stokes | SEF |
| 04/09/2018 | Norwood, Davis, Rendleman, Cahill, Banks, Stokes | |
| 04/23/2018 | Same As Above | Action Steps Discussion |
| 04/25/2018 | | Discussion of Draft |
| 10/22/2018 | Rader, Leeth-Hampton, Blisset, Morrow, Johns, D. Payton, T. Wright, Armstrong, Gaynor, Walls, Ray, M. Smith, Saunders, J. Williams, Beck | CIWP Completion |
| 10/29/2018 | Rader, Blisset, Leeth-Hampton, Smith, Gaynor, Saunders, Morrow, Armstrong | CIWP Completion pt. 2 |

School Excellence Framework

Culture of & Structure for Continuous Improvement                                        4 of 4 complete

**Leadership & Collective Responsibility:**

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

Score

1    2    **3**    4

Most of the practices listed are evident, however, we believe it's essential to set more ambitious goals in this category. We want teacher teams to be empowered to lead, utilizing data driven approaches to develop best practices across classrooms. Our vision is to provide engaging, meaningful, rigorous, and instruction within a school environment that educates the whole child, is nurturing, and safe. Teachers teams will have common planning time plan collaboratively. All grade level classrooms have instructional groups according to their RIT bands (3rd-8th) or TRC/DIBELS ability levels. Teachers will receive professional development in PBIS and Guided Reading on a quarterly basis. The School Culture and Climate Team will implement a multi-tiered approach to social, emotional and behavior support.

## Guide for Leadership & Collective Responsibility

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

## Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|---|---|
| Suggested Evidence | ✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) <br> ✓ Five Essentials – Program Coherence |
| Measures | ✓ Five Essentials |
| Five Essentials | Effective Leaders <br> Collaborative Teachers |
| CPS Framework for Teaching | 4d. Growing and Developing Professionally <br> 4e. Demonstrating Professionalism |
| CPS Performance Standards for School Leaders | A1. Assesses the Current State of School Performance and Develops a CIWP <br> A2. Implements Data Driven Decision Making and Data Driven Instruction <br> A5. School Vision and Mission Drive Decision-Making <br> D4. Demonstrates Change Management |

**Instructional Leadership Team:**

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.
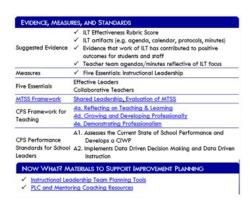
1 **2** 3 4

The Instructional Leadership Team has not met regularly over the past year, however, there are agendas and minutes for the meetings that were held. There is no evidence to support Argument-Centered practices has driven a decrease in undesired behaviors. For 2018-2020, Beasley's Instructional Leadership Team (ILT) will consist a teacher representative from each grade level, Guidance Counselor, Dean of Students, and Administration, meeting on a bi-weekly basis. Instructional coaching will be data driven. The following questions will guide our discussions around our data: 1.) What do we want each student to learn? 2.) How will we know when each student has learned it? 3.). How will we respond when a student experiences difficulty in learning? The ILT will provide support for the creation and implementation of common assessment and provide coaching around assessment results. The ILT will provide guidance for Professional Learning Communities, where researched-based practices that best suits our student population are identified, practiced, and shared across classroom. Members of the ILT will visit high performing schools in an effort adopt best practices that are effective for our student population. The ILT will collaboratively develop strategies that will improve On-track, and attendance percentages, as well as decreases misconduct reports.

## Guide for Instructional Leadership Team

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

## Evidence, Measures, and Standards

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

**Professional Learning:**

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

Score

1 **2** 3 4

Very little Professional Development has been offered to the Beasley staff and aspects of the 2016-2018 CIWP in this category were not maintained. Very little evidence of implementation is available. Going forward, Beasley will be organized into Professional Learning Communities (PLC) that will be engaged in professional learning around topics identified by teacher teams, ILT, and Administration. The focus will be to foster a culture that supports optimal collaboration where ambitious goal setting and team building is at the core. PLCs will discuss, critically examine, and collaboratively plan CCSS based learning expectations for students, as well as develop a quarterly Learning Walk schedule. They will also identify activities and incentives that serve as Positive Behavioral Support Interventions for students in each Tier. Professional Development will be provided in Grade Level Team meetings, Staff meetings, and on non-student attendance days.
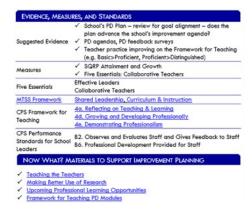
## Guide for Professional Learning

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

## Evidence, Measures, and Standards



| EVIDENCE, MEASURES, AND STANDARDS | |
|---|---|
| Suggested Evidence | ✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda?<br>✓ PD agendas, PD feedback surveys<br>✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished) |
| Measures | ✓ SQRP Attainment and Growth<br>✓ Five Essentials: Collaborative Teachers |
| Five Essentials | Effective Leaders<br>Collaborative Teachers |
| MTSS Framework | Shared Leadership, Curriculum & Instruction |
| CPS Framework for Teaching | 4a. Reflecting on Teaching & Learning<br>4d. Growing and Developing Professionally<br>4e. Demonstrating Professionalism |
| CPS Performance Standards for School Leaders | B2. Observes and Evaluates Staff and Gives Feedback to Staff<br>B6. Professional Development Provided for Staff |
| NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING | |

✓ Teaching the Teachers
✓ Making Better Use of Research
✓ Upcoming Professional Learning Opportunities
✓ Framework for Teaching PD Modules
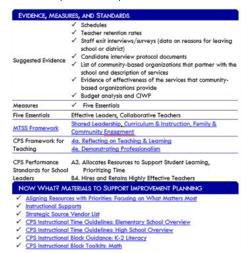
**Aligned Resources:**

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

Score

1 **2** 3 4

There is no evidence to support the implementation and effectiveness of any goal and strategy listed in the 2016-2018 CIWP. The 2018-2020 focus for aligning resources will have a direct correlation with student achievement. Beasley will organize the school day to maximize instructional time. Resource teachers will provide instructional support in Reading and/or Math via "pull outs". Teacher Assistants will support classrooms that require the most support. We will leverage community organizations to serve as Positive Behavioral Support Interventions for Tier 2 and 3 students. We will also invest in and seek donors for technology, text books, and children's literature to improve the quality of learning across the school.

## Guide for Aligned Resources

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

## Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|---|---|
| Suggested Evidence | ✓ Schedules<br>✓ Teacher retention rates<br>✓ Staff exit interviews/surveys (data on reasons for leaving school or district)<br>✓ Candidate interview protocol documents<br>✓ List of community-based organizations that partner with the school and description of services<br>✓ Evidence of effectiveness of the services that community-based organizations provide<br>✓ Budget analysis and CIWP |
| Measures | ✓ Five Essentials |
| Five Essentials | Effective Leaders, Collaborative Teachers |
| MTSS Framework | Shared Leadership, Curriculum & Instruction, Family & Community Engagment |
| CPS Framework for Teaching | 4a. Reflecting on Teaching & Learning<br>4e. Demonstrating Professionalism |
| CPS Performance Standards for School Leaders | A3. Allocates Resources to Support Student Learning, Prioritizing Time<br>B4. Hires and Retains Highly Effective Teachers |
| NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING | |
| ✓ Aligning Resources with Priorities: Focusing on What Matters Most<br>✓ Instructional Supports<br>✓ Strategic Source Vendor List<br>✓ CPS Instructional Time Guidelines: Elementary School Overview<br>✓ CPS Instructional Time Guidelines: High School Overview<br>✓ CPS Instructional Block Guidance: K-2 Literacy<br>✓ CPS Instructional Block Toolkits: Math | |

Expectations for depth & breadth of Student Learning

**Curriculum:**

Score

The curriculum – what students should know and be able to do - makes standards come alive for students. All students have access

to an academically rigorous curriculum that inspires students to think and contribute high quality work to authentic audiences beyond the classroom. The curriculum fully integrates academic and social emotional learning opportunities for all students, including diverse learners, English learners, and advanced learners. The school regularly examines the curriculum to check alignment to standards and opportunities for all students to meet those standards.
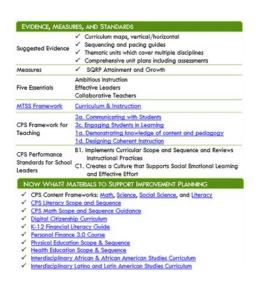
> Some of the practices are evident. Teacher teams collaboratively develop pacing schedules that correlate to CCSS and responds to the Literacy and Math data. They are also collaboratively developing authentic and rigorous lesson plans that aligns with the standards. Second Step has been utilized across the school, however, teachers require more professional development to enhance the quality of implementation. More effective planning and guidance will be provided around Morning Meetings, as they have experienced some challenges based on the schedule.

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

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

**Instructional Materials:**

Score

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)
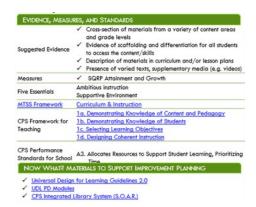
1 2 **3** 4

Middle school classrooms utilize a novel-based curriculum using texts with social justice themes. Students are grouped according to their RIT, and teachers restructure groups as they assess student growth. The technology purchased is being used, but teachers want more professional development to increase effectiveness. Budgetary allocations for the 2018-2020 CIWP will be prioritized according need and will revolve around improving instruction.

## Guide for Instructional Materials

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

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

## Evidence, Measures, and Standards



**EVIDENCE, MEASURES, AND STANDARDS**

| | |
|---|---|
| Suggested Evidence | ✓ Cross-section of materials from a variety of content areas and grade levels<br>✓ Evidence of scaffolding and differentiation for all students to access the content/skills<br>✓ Description of materials in curriculum and/or lesson plans<br>✓ Presence of varied texts, supplementary media (e.g. videos) |
| Measures | ✓ SQRP Attainment and Growth |
| Five Essentials | Ambitious instruction<br>Supportive Environment |
| MTSS Framework | Curriculum & Instruction |
| CPS Framework for Teaching | 1a. Demonstrating Knowledge of Content and Pedagogy<br>1b. Demonstrating Knowledge of Students<br>1c. Selecting Learning Objectives<br>1d. Designing Coherent Instruction |
| CPS Performance Standards for School | A3. Allocates Resources to Support Student Learning, Prioritizing Time |

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

✓ Universal Design for Learning Guidelines 2.0
✓ UDL PD Modules
✓ CPS Integrated Library System (S.O.A.R.)

**Rigorous Student Tasks:**

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

Score

1  **2**  3  4

Project based learning activities are evident and posted in classrooms and throughout the school. Argument-based class discussions are taking place in every core subject area around relevant topics and texts. Gifted classrooms have activities that are aligned to CCSS and are above their grade level. We did not accomplish our Algebra goals, however, we will leverage ILT and GLTs to develop vertical alignment that better prepares students for high school math.

## 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 | ✓ Cross-section of student work from a variety of content areas<br>✓ Observation of student learning (e.g. learning walks/walkthroughs)<br>✓ Focus group(s) and discussions with students |
| Measures | ✓ SQRP Attainment and Growth |
| Five Essentials | Ambitious instruction |
| MTSS Framework | Shared Leadership, Curriculum & Instruction |
| CPS Framework for Teaching | 1d. Designing Coherent Instruction<br>2b. Establishing a Culture for Learning<br>3b. Using Questioning and Discussion Techniques<br>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 | |
| ✓ Teaching for Robust Understanding in Mathematics (TRU Math)<br>✓ Math Practices: What to Look For Observation Tool<br>✓ Checking In: Do Classroom Assignments Reflect Today's Higher Standards?<br>✓ Student Work Protocol (EQuIP)<br>✓ 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

1 **2** 3 4

Most of the Career Clubs and partnerships identified in the Guidance Counseling Curriculum are continuing to address the transition, awareness, readiness, and success components of the CIWP framework. Several initiatives have been added in an effort to better prepare students for college and career success.

--6th, 7th and 8th grade students have been accessing their CPS Naviance accounts to work on their ILP's.
--We have had college/high school t-shirt/sweatshirt days during spirit week to allow for knowledge of different higher ed options.
--HBCU College Fair and Family Night to let families come and meet/greet with various college representatives.
--Large CPS/Catholic schools high school fair--over 25 high schools come over year for my high school fair.
--Counselor has done lessons on career awareness with various grade levels using a variety of curriculum (videos, PAWS in Jobland program, etc).
--ACEC Engineering Club for 8th grade students. This is an active club that works with 20-25 8th grade students to provide career speakers, presentations and hands on field trips to look into the world of engineering and STEM, in general.
--Provident Hospital Medical Careers Club. A partnership for 8th grade students to learn about careers in their health care world via career speakers and a yearly tour of Provident Hospital.
--Annual Career Day for all students to learn about a variety of different careers.
--Junior Achievement for all grade levels to learn about the world of work.
--Banking on Our Future program for grades 4-8 to learn about financial literacy and careers in the finance/banking industry.

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

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

## Evidence, Measures, and Standards

**EVIDENCE, MEASURES, AND STANDARDS**

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

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

✓ Everything College
✓ CPS Advisory Framework
✓ Preventing college plans from melting away
✓ To & Through Project
✓ Redefining College & Career Readiness
✓ College Scorecard

✓ CPS College Persistence Toolkit
✓ Meaningful Linkages Between Summer Programs, Schools, and Community
✓ From HS to the Future (CCSR, 2006)

CPS SCHOOL EXCELLENCE FRAMEWORK    17

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Expectations for depth & breadth of Quality Teaching

of 3 complete

**Instruction:**

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

Score

1    2    **3**    4

> There has been a heavy emphasis on REACH Component 1A-Planning and Preparation. Argument-centered literacy has not aligned with Component 3B across the school. Component 3E is present across classrooms. PLCs will be working to involve higher quality culturally relevant topics that are also rooted in social justice and societal issues. In the 2018-2020 CIWP our Literacy focus will be enhancing our Guided Reading practices and increasing the amount of time that students are engaged in Sustained Silent Reading of leveled texts.

## Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
  - Guide students to articulate the relevance of the objective(s) to learning.
  - Anticipate possible student misunderstanding.
  - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
  - Enable students to contribute to extending the content by explaining concepts to their classmates.
  - Build on students' language development and understanding of content.
  - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
  - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
  - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
  - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
  - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
  - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
  - Provide targeted supports to individual students or groups of students based on their identified needs.
  - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
  - Monitor progress and check for understanding for individual students.
  - Change instructional practice based on analysis of current data.
  - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s.
  - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|---|---|
| Suggested Evidence | ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions)<br>✓ Informational observations, peer observations, learning walks<br>✓ Lesson studies |
| Measures | ✓ SQRP Attainment and Growth<br>✓ REACH observation trends (de-identified) |
| Five Essentials | Ambitious Instruction<br>Effective Leaders<br>Supportive Environment |
| MTSS Framework | Curriculum & Instruction |
| CPS Framework for Teaching | 3a. Communicating with Students<br>3b. Using Questioning and Discussion Techniques<br>3c. Engaging Students in Learning<br>3d. Using Assessment in Instruction<br>3e. Demonstrating Flexibility and Responsiveness |
| CPS Performance Standards for School Leaders | B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices<br>B2. Observes and Evaluates Staff and Gives Feedback to Staff |
| NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING | |
| ✓ CPS Framework for Teaching with Critical Attributes<br>✓ CPS Framework for Teaching Professional Learning Modules<br>✓ CPS Framework for Teaching Professional Learning Opportunities<br>✓ Special Education Addendum<br>✓ English Language Learner Addendum | |

CPS SCHOOL EXCELLENCE FRAMEWORK     18

**Balanced Assessment & Grading:**

Score

1 **2** 3 4

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.

Some of the practices are evident re balanced assessment and grading. The NWEA has been administered twice a year; MOY and BOY. Summative assessments each quarter are not present across the building. Teachers are providing formative assessments aligned to CCSS, and teacher teams continue to collaborate. Going forward, we want to provide more structure around how formative and summative assessments are developed collaboratively. NWEA will also be administered three times each school year. PLCs will research and employ best practices for implementing standards-based grading.

## Guide for Balanced Assessment & Grading

- ○ **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- ○ **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS* and *Instruction*)
- ○ **Make assessments accessible to students, including diverse learners and English Learners through employing features of** universal design and use of accommodations and, where needed, modifications.
  - ■ Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- ○ **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- ○ **Utilize assessments that measure the development of academic language for English learners.**
- ○ **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- ○ **Improve and promote assessment literacy.**
  - ■ Work together on building common assessments within a department, course, or grade level team.
  - ■ Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit.
  - ■ Use common protocols and calibrate on scoring and grading in teacher teams.
  - ■ Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- ○ **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
  - ■ Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
  - ■ Measure, report, and document student progress and proficiency:
    - ■ Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
    - ■ Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
  - ■ Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
  - ■ Ensure grades are not used as a form of punishment, control, or compliance.

## Evidence, Measures, and Standards

**Multi-Tiered System of Supports:**

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

Score

1　**2**　3　4

The Behavioral Health Team has continued to provide support for students via anger coping group sessions, check-ins, coordinating with organizations that support students during the school day, as well as outside programs. Tier 3 students receive "pull-out" services In the 2018-2020 CIWP, there will be a greater emphasis on MTSS as it pertains to instruction than in the previous plan.

## Guide for Multi-Tiered System of Supports

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

Evidence, Measures, and Standards

## EVIDENCE, MEASURES, AND STANDARDS

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

**Culture for Learning:**

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

Score

1   **2**   3   4

> The Culture and Climate Committee has been discontinued and there is very little evidence to support that the school's culture is in alignment with the goals in this category. For the 2018-2020 CIWP, we will develop a shared vision and best practices that will lead to optimal student outcomes. The ILT, PLCs, and the Administration will address the Culture and Climate of the School and develop a plan that will be carried out via Grade Level Teams and Professional Learning Communities.

## Guide for Culture for Learning

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

- **Develop academic mindsets and behaviors.**
  - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
  - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
  - Employ strategies including ongoing monitoring and support of students' academic behaviors.
  - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

## Evidence, Measures, and Standards



| Evidence, Measures, and Standards | |
| --- | --- |
| Suggested Evidence | ✓ Sample of individual student learning goals from a cross-section of teachers<br>✓ Also review student work evidence from Rigorous Student Tasks |
| Measures | ✓ Five Essentials – Ambitious Instruction<br>✓ SQRP Attainment and Growth |
| Five Essentials | Ambitious Instruction<br>Collaborative Teachers<br>Supportive Environment |
| MTSS Framework | Curriculum & Instruction |
| CPS Performance Standards for School Leaders | C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort |
| **Now What? Materials to Support Improvement Planning** | |
| ✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance<br>✓ Framework for Teaching Companion Guide p. 50<br>✓ Social Emotional Learning Supports (cps.edu/sel)<br>✓ ASCA Mindsets & Behaviors | |

**Relational Trust:**

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

Some of the practices listed are evident. Beasley will continue to implement effective activities and initiatives that will lead to a positive school culture via developing positive student-teacher relationships. The 2018-2020 CIWP will identify strategies that will foster high levels of relational trust between students, teachers, and families as well.

**Score**

1  **2**  3  4

## 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

**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

> Students recite the creed, bottom line, and motto each day. The 8th grade Student Council is active, has a voice and is steadily evolving. Extra-curricular engagement is sufficient, however, in the 2018-2020 CIWP we will include components that focus on College and Career Readiness. Organic programming will be developed that engages students in civic life and encourages them to become more invested in the school's vision, mission, and creed.

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

**Study politics**

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
  - **Become informed voters and participants in the electoral process**
    - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
    - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
    - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
  - **Engage in discussions about current and controversial issues**.
    - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
    - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
    - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
  - **Explore their identities and beliefs**
    - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
    - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
    - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
  - **Exercise student voice**
    - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
    - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
    - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
    - Authentically **interact with civics leaders**
    - Students learn about community, city, state, and national civic leaders and their roles in civil society.
    - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.
  - **Engage with their community**
    - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause
- **Take informed action** where they work together to propose and advocate for solutions.
    - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
    - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
  - Experience a **Schoolwide civics cultur**
    - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
    - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
    - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
    - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

## Evidence, Measures, and Standards

**Safety & Order:**

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

**Score**

1   **2**   3   4

Some of the programs and initiatives listed in the 2016-2018 CIWP haven't been maintained and practiced with fidelity. Parenting classes are still taking place and discussions about the school culture and climate take place regularly. Going forward, there will be a comprehensive discipline plan that is restorative in nature.

The CIWP for 2018-2020 will reflect Beasley's plan to become more proactive, instructive, and restorative in its discipline process by outlining cyclical system that will serve as a Positive Behavioral Support apparatus within the Safety and Security structure. We will also recruit parent volunteers to assist with arrival, lunch, field trips, and dismissal. Protocols for hallway movement and transitions will be provided, practiced, and expected throughout the school.

## Guide for Safety & Order

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

## Evidence, Measures, and Standards

**Restorative Approaches to Discipline:**

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

---

Beasley has taken a restorative approach to discipline. We have utilized Peace Circles, Family Meetings, Restorative Conversations, Counseling, Saturday School, Anger Coping Groups, and Mentoring Groups. Professional development is needed around reinforcing positive behaviors and de-escalation strategies. Second Step schedules and assessments are not evident. The Culture and Climate Committee (CCC) has been discontinued, however, there will be a team designated for taking a restorative approach to discipline in the 2018-2020 CIWP. The ILT will also provide input re efforts to coordinate with community organizations that will serve as Positive Behavioral Support Interventions.

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## Guide for Restorative Approaches to Discipline

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

## Evidence, Measures, and Standards

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

**Parent and Family Partnership:**

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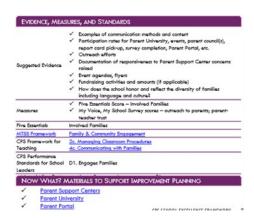
instructional programs and community partnerships. Research shows that when families, schools and communities partner in promoting learning and healthy development for all students schools thrive and student outcomes increase. The development and implementation of effective outreach and communication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

> The initiatives identified in the previous CIWP were evident during the 2016-2017 school year, however, many have been discontinued for 2017-2018. The PAC has not held Potlucks, Family Night or Weekly Newsletters. For the 2018-2020 CIWP, there will be a intentional emphasis on partnering with parents on a continual basis. A schedule will be provided to parents at the beginning of the school year that reflects when we would like their participation in school events. Parent bulletins will go home on a monthly basis, and the ILT and PLCs will develop strategies to foster greater parental participation.

## Guide for Parent and Family Partnership

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

## Evidence, Measures, and Standards



## School Excellence Framework Priorities

| Score | Framework dimension and category | Area of focus ⊘= Not of focus |
| --- | --- | --- |

| | | | |
|---|---|---|---|
| 2 | Culture of & Structure for Continuous Improvement: Aligned Resources | 1 2 3 4 5 ⊘ |
| 2 | Culture of & Structure for Continuous Improvement: Instructional Leadership Team | 1 2 3 4 5 ⊘ |
| 2 | Culture of & Structure for Continuous Improvement: Professional Learning | 1 2 3 4 5 ⊘ |
| 2 | Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading | 1 2 3 4 5 ⊘ |
| 2 | Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports | 1 2 **3** 4 5 ⊘ |
| 2 | Expectations for depth & breadth of Student Learning: Curriculum | 1 **2** 3 4 5 ⊘ |
| 2 | Expectations for depth & breadth of Student Learning: Rigorous Student Tasks | **1** 2 3 4 5 ⊘ |
| 2 | Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence | 1 2 3 4 5 ⊘ |
| 2 | Expectations for Quality & Character of School Life: Culture for Learning | 1 2 3 4 5 ⊘ |
| 2 | Expectations for Quality & Character of School Life: Parent and Family Partnership | 1 2 3 4 5 ⊘ |
| 2 | Expectations for Quality & Character of School Life: Relational Trust | 1 2 3 4 5 ⊘ |
| 2 | Expectations for Quality & Character of School Life: Restorative Approaches to Discipline | 1 2 3 4 5 ⊘ |
| 2 | Expectations for Quality & Character of School Life: Safety & Order | 1 2 3 4 5 ⊘ |
| 2 | Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life | 1 2 3 4 5 ⊘ |
| 3 | Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility | 1 2 3 4 5 ⊘ |
| 3 | Expectations for depth & breadth of Quality Teaching: Instruction | 1 2 3 4 5 ⊘ |
| 3 | Expectations for depth & breadth of Student Learning: Instructional Materials | 1 2 3 4 5 ⊘ |

Goals

Required metrics (Elementary)                                     18 of 18 complete

| | 2016-2017 Actual | 2017-2018 Actual | 2017-2018 SQRP Goal | 2018-2019 SQRP Goal | 2019-2020 SQRP Goal |
|---|---|---|---|---|---|
| **National School Growth Percentile - Reading** | | | | | |
| Although 75% is an ambitious goal, we believe that teachers and students can accomplish this via enhanced Guided Reading instruction, consistent SSR and home reading programs, simple yet effective vocabulary strategies across classrooms. Although 75% is lower than last years goal, it is practical. | 58.00 | 60.00 | 83.00 | 70.00 | 80.00 |
| **National School Growth Percentile - Math** | | | | | |
| Beasley has experienced a regression in math this year, however, we project that we will be able to recover the 5% lost and increase our math percentile to 55%, which was the previous year's goal. | 40.00 | 35.00 | 55.00 | 50.00 | 65.00 |

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

| How we plan to attain percentile listed:

-We are committing to ambitious, rigorous, Tier 1 instruction in our Grade Level Teams
-Increasing the amount of minutes students read each day
-Providing "pull out" support for Tier 2 and 3 interventions
-Ensuring teachers have adequate textbooks
-Developing common assessments across grade levels
-Decreasing the amount of SCC infractions via a progressive discipline program
-Providing structure around continual math and literacy home practice across grade levels | 52.30 | 52.40 | 75.00 | 65.00 | 75.00 |
|---|---|---|---|---|---|

**African-American Growth Percentile - Reading**

| We have maintained the same percentage for two years. We have to enhance our literacy practices, school and classroom libraries, as well as utilize culturally relevant texts that are on grade level. | 60.00 | 60.00 | 83.00 | 75.00 | 85.00 |
|---|---|---|---|---|---|

**Hispanic Growth Percentile - Reading**

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

**English Learner Growth Percentile - Reading**

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

**Diverse Learner Growth Percentile - Reading**

| How we plan to attain percentile listed:

We are currently examining the date re why we experienced such a drastic decrease for 2017-2018. A goal of 55% indicates that we will work to recover approximately half of the percentile points lost from the previous year. SPED teachers will examine the modifications they are providing for students, take a more targeted approach to identifying any gaps at the beginning of the year, conduct curriculum mapping that responds to the deficits discovered, increase the amount of time that students are independently reading texts at their Lexile level as well as challenging grade level text. | 99.00 | 6.00 | 95.00 | 55.00 | 75.00 |
|---|---|---|---|---|---|

**African-American Growth Percentile - Math**

| How we plan to attain percentile listed:

-Provide professional development opportunities for all teachers who teach math
-Invest in promethean boards and professional development for effective use
-Attain more textbooks and resources to foster engaging and rigorous instruction
-Maintain instructional groupings according to RIT levels
-Common lesson planning
-Provide more structure around online learning tasks | 42.00 | 37.00 | 55.00 | 50.00 | 60.00 |
|---|---|---|---|---|---|

**Hispanic Growth Percentile - Math**

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

**English Learner Growth Percentile - Math**

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

**Diverse Learner Growth Percentile - Math**

| We experienced a drastic decrease and the SPED team will take a data driven approach to adjusting planning, curriculum and instruction, and classroom management in an effort to maximize instructional minutes and provide rigorous instruction that fosters continual growth. | 77.00 | 14.00 | 55.00 | 50.00 | 70.00 |
|---|---|---|---|---|---|

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

| How we plan to attain percentile listed:<br><br>-Continually refine Guided Reading practices and ensure that teachers receive coaching and professional development<br>-Maintain instructional groupings according to RIT levels<br>-Enhance classroom libraries<br>-Utilize culturally relevant texts that are on grade level<br>-Provide structure around reading at home<br>-Implement more effective vocabulary strategies and activities<br>-Increase the amount of daily SSR minutes | 67.00 | 65.00 | 78.00 | 75.00 | 80.00 |

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

| How we plan to attain percentile listed:<br><br>-Provide professional development opportunities for all teachers<br>-Invest in promethean boards and professional development for effective use<br>-Attain more textbooks and resources to foster engaging and rigorous instruction<br>-Maintain instructional groupings according to RIT levels<br>-Common lesson planning<br>-Provide more structure around online learning tasks | 45.00 | 39.00 | 65.00 | 50.00 | 60.00 |

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

| Our 2nd grade trends around 50% each year and about 70% are proficient or above in TRC. | 48.00 | 45.00 | 78.00 | 85.00 | 90.00 |

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

| Our students in gifted and accelerated are above the 50th percentile. We believe that 55% for 2018-2019 and 70% for 2019-2020 is attainable. | 26.00 | 31.00 | 70.00 | 50.00 | 60.00 |

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

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

**Average Daily Attendance Rate**

| We want student attendance to continue to exceed the goal. We will hold incentives, create a warm culture and climate so that students won't want to miss school, and be more transparent about our attendance goals with parents and the effect that it has on the school's progression. | 95.20 | 96.40 | 95.00 | 97.00 | 98.00 |

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

| MVMS surveys should have 90% completion rates from student, teachers, and parents. We will continue to foster a positive culture and climate, which will be reflected in the MVMS surveys. | (Blank) | (Blank) | (Blank) | (Blank) | (Blank) |

Custom metrics                                                                6 of 6 complete

|  | 2016-2017 Actual | 2017-2018 Actual | 2017-2018 SQRP Goal | 2018-2019 SQRP Goal | 2019-2020 SQRP Goal |
|---|---|---|---|---|---|
| Number of Group 4, 5, 6 Infractions | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| This metric shows the total number of times in a school year that a school reports behaviors that violate the Student Code of Conduct in Group 4, 5, and 6. This can be one indicator of how well schools are implementing social and emotional learning curriculum and integrating SEL into core academic instruction. Misconducts classified as Groups 4-6 include moderate, serious, or illegal behaviors. This metric is calculated by summing the total number of times a Group 4, 5, or 6 code is assigned to any incident reported for the given year. NOTE: This number may be higher than than the actual number of incidents reports as sometimes multiple violations of the Student Code of Conduct may be indicated per misconduct report. The goal is to reduce this metric by at 5% the first year and 10% the following year. | 48.00 | 87.00 | 82.00 | 77.00 | 67.00 |

% of Misconducts Resulting in a Restorative, Instructive, or Corrective Response as the Highest-level of Response Taken

| | | | | | |
|---|---|---|---|---|---|
| This metric shows the percent of incidents that result in a restorative, instructive, or corrective response and does not also result in a in-school or out-of-school suspension. This metric is calculated by taking the number of incidents reported that do not have an in-school or out-of-school suspension assigned to the incident number and dividing it by the total number of incidents for a given year. The goal is to increase this metric to at least 70% over a 3-year period. | 57.00 | 65.00 | 70.00 | 75.00 | 80.00 |

Use of Codes 3-6 & 4-9

| | | | | | |
|---|---|---|---|---|---|
| This metric indicates the number of times a school reports behaviors that violated codes 3-6 or 4-9 of the Student Code of Conduct. These codes are considered "catch-all" codes and should only be used when absolutely necessary an no other codes are appropriate. 3-6 is "Any behavior not otherwise listed in Groups 1 through 3 of this SCC that seriously disrupts the education process." 4-9 is "Any behavior not otherwise listed in Groups 1 through 4 of this SCC that very seriously disrupts the educational process." This metric is calculated by summing the total number of times a code 3-6 or 4-9 is assigned to any incident reported for the given year. The goal is reduce this metric by at least 60% the first year and another 40% the second year. | 39.00 | 10.00 | 6.00 | 2.00 | 0.00 |

OSS per 100 (Diverse Learners)

| | | | | | |
|---|---|---|---|---|---|
| The number of out-of-school suspensions per 100 students for diverse learners shows the number of reported incidents for diverse learners that result in a OSS for every 100 diverse learners at the school. This helps account for schools of different sizes when considering how frequently diverse learners are suspended, and makes it possible to make school level comparisons of diverse learner suspension rates. The rate is calculated by taking the number of incidents that result in an out-ofschool suspension for diverse learners and dividing it by the total number of enrolled diverse learners and then multiplying that figure by 100. The goal is to reduce this metric by at least 28% annually. | 19.58 | 16.30 | 13.00 | 11.74 | 8.00 |

% of Misconducts Resulting in a Restorative, Instructive, or Corrective Response as the Highest-level of Response Taken

| | | | | | |
|---|---|---|---|---|---|
| This metric shows the percent of incidents that result in a restorative, instructive, or corrective response and does not also result in a in-school or out-of-school suspension. This metric is calculated by taking the number of incidents reported that do not have an in-school or out-of-school suspension assigned to the incident number and dividing it by the total number of incidents for a given year. The goal is to increase this metric to at least 70% over a 3-year period. | 57.00 | 65.00 | 70.00 | 75.00 | 80.00 |

3-8 On -Track

| | | | | | |
|---|---|---|---|---|---|
| To ensure students are prepared to succeed in high school, Network 9's goal is for each elementary school to increase their 3-8 On Track Rate 30% to the 2020 SY. | 58.00 | 63.00 | 69.00 | 76.00 | 86.00 |

## Strategies

### Strategy 1

| If we do... | ...then we see... | ...which leads to... |
|---|---|---|
| Implement rigorous student tasks in all subject areas | students being challenged to think and perform to their expected levels of attainment | academic growth, academic attainment, and college and career readiness. |

Tags:
Rigorous student tasks, Questioning & discussion

Area(s) of focus:
1, 2

| Action step | Responsible | Timeframe | Status |
|---|---|---|---|
| Teachers will create student authentic standard aligned tasks to meet students needs. | All Teachers | Sep 4, 2018 to Jun 21, 2019 | On-Track |

**Authentic tasks, Authentic learning**

| | | | |
|---|---|---|---|
| Questions will be created according to DOK levels to challenge student thinking | All teachers | Sep 4, 2018 to Jun 21, 2019 | On-Track |

**Rigorous tasks, Authentic assessment, Question and discussion techniques**

### Strategy 2

| If we do... | ...then we see... | ...which leads to... |
|---|---|---|
| Provide individualized instruction based on student academic, SEL, and attendance needs | teachers engaging students in differentiated instruction, restorative practices, and increased attendance | Student academic growth according to NWEA data |

Tags:
Assessment, Attendance, SEL, Differentiated instruction, Student growth

Area(s) of focus:
1, 2, 3

| Action step | Responsible | Timeframe | Status |
|---|---|---|---|
| Analyze bi-weekly assessment data to help identify student needs | Teachers, Administration | Sep 4, 2018 to Jun 21, 2019 | On-Track |

**Assessment data**

| | | | |
|---|---|---|---|
| Student Logger will be monitored weekly | Administration | Sep 4, 2018 to Jun 21, 2019 | On-Track |

**Discipline data**

| | | | |
|---|---|---|---|
| Student attendance will be monitored weekly | Administration, teachers, and clerks | Sep 4, 2018 to Jun 21, 2019 | On-Track |

**Attendance data**

### Strategy 3

| If we do... | ...then we see... | ...which leads to... |
|---|---|---|
| Provide curriculum resources aligned to the learning standards | teachers engaging students in activities that will promote higher order thinking skills | daily student equitable access to rigorous content with intent to improve student performance across all content areas. |

Tags:
Math, Science, Curriculum, Ela, Social science

Area(s) of focus:
1, 2

| Action step | | Responsible | Timeframe | Status |
|---|---|---|---|---|
| Teachers will be trained to utilize resources to meet students need. | | Teachers; Administration | Sep 4, 2018 to Jun 21, 2019 | On-Track |

**Professional development**

| | | | | |
|---|---|---|---|---|
| Standards-aligned curriculum resources will be purchased | | Administration | Sep 4, 2018 to Jun 21, 2019 | On-Track |

**Technology, Curriculum**

Action Plan

Strategy 1

ON-TRACK  Teachers will create student authentic standard aligned tasks to meet students needs."

Sep 04, 2018 to Jun 21, 2019 - All Teachers

## Status history

Oct 25

ON-TRACK  Oct 25, 2018
**Evidence**
Student work samples will be reviewed during weekly teacher team meetings

ON-TRACK  Questions will be created according to DOK levels to challenge student thinking"

Sep 04, 2018 to Jun 21, 2019 - All teachers

## Status history

Oct 25

ON-TRACK  Oct 25, 2018
**Evidence**
Student work samples will be reviewed during weekly teacher team meetings

Strategy 2

ON-TRACK  Analyze bi-weekly assessment data to help identify student needs"

Sep 04, 2018 to Jun 21, 2019 - Teachers, Administration

## Status history

Oct 25

ON-TRACK  Oct 25, 2018
**Evidence**
Progress monitoring data will be reviewed using Mastery Connect tracking system

ON-TRACK  Student Logger will be monitored weekly"

Sep 04, 2018 to Jun 21, 2019 - Administration

## Status history

Oct 25

| ON-TRACK | Oct 25, 2018 |
|---|---|

**Evidence**

Student Logger reports analyzed weekly

| ON-TRACK | Student attendance will be monitored weekly" |
|---|---|

Sep 04, 2018 to Jun 21, 2019 - Administration, teachers, and clerks

## Status history

Oct 25

| ON-TRACK | Oct 25, 2018 |
|---|---|

**Evidence**

Student attendance reports in SIM

Strategy 3

| ON-TRACK | Teachers will be trained to utilize resources to meet students need." |
|---|---|

Sep 04, 2018 to Jun 21, 2019 - Teachers; Administration

## Status history

| ON-TRACK | Standards-aligned curriculum resources will be purchased" |
|---|---|

Sep 04, 2018 to Jun 21, 2019 - Administration

## Status history

Fund Compliance

# Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

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

# ESSA Program

○ ESSA Schoolwide Program

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

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

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

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

# Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy                                                                    Complete

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

> The development and periodic review of the ESSA will be introduced to parents and community by the Principal and PAC Chairperson during PAC and LSC meetings, as well as within parent communication (newsletters, robo-calls, etc;).

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 1 Annual Meeting will be held at 9:00 am on September 28, 2018
> The Title 1 PAC Organizational Meeting will be held on October 4, 2018
> The notice of meeting will be shared with parents via school newsletter and information will be sent home with students.

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.

> Suggestions will be taken back to administration, and the feedback from administration will be shared at the following regular meeting. The principal along with stakeholders will collaborate to determine how suggestions made align to the schools goals. Once it is determined that suggestions are beneficial to the school's goals, they will be implemented. Should a suggestion not be in alignment with the schools goals, further conversation will occur on the matter so that stakeholders understand the rationale, and maintain confidence that all decisions are made in the "best" interest of students.

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.

> Reports will be sent home to parents at the beginning of the year as well as during reporting periods (progress, report card).

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.

> Parents will receive "Right To Ask" letters so that they understand their right to be informed about teachers who may not be "highly qualified". We also want to keep track of classrooms that have TAT's and/or subs in their classrooms for extended periods of time (4 consecutive weeks) so that we may send a letter out to inform them.

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.

Parents will be given an orientation on how to use parent portal. In addition, they will be given an orientation on NWEA as well. Parents will be shown how to read and understand the reports.

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.

Parents will get information on websites that they can use at home to assist their children. Parents will also be encouraged to attend workshops that the FACE department offers on various topics for parents.

Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate and work with, parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. Please describe how this will be accomplished.

The PAC will work with the Principal to ensure that parents are informed and have additional information on: Student Health and Wellness, Instructional Practices, Assessments, School Culture, Academic Goals, and more. This information will be provided to parents during PAC meetings and/or meetings scheduled with the Principal. Parents who are unable to attend scheduled meetings will receive information in backpacks or via robo email.

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.

The PAC will work in tandem with the Parent Coordinator in our CPC to ensure that parents are aware of the importance of early learning programs, and how vital their involvement is to their child's success. Programs like Kick Off to Kindergarten are offered; and is beneficial to our Pre-K students who are on their way to Kindergarten in September.

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.

The Beasley website will continuously be updated so that parents and community are aware of meetings and/or activities. Parents will receive monthly newsletters that will include information about parent and family programs. In addition, information will be sent home to parents.

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.)

BEASLEY MISSION - Beasley Academic Center seeks to create a challenging learning environment that encourages high expectations for success through developmentally appropriate curriculum and instruction that allows for individual differences and learning styles. This is accomplished by promoting a safe, orderly, caring, and supportive school culture. Each students efficacy is fostered by positive relationships with students and staff. We strive to have our parents, teachers, and community members to be actively involved in our students learning.

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.

Formal parent teacher conferences for grade reporting will be held on Wednesday, November 14, 2018 and Wednesday, April 10, 2019. However, parents are welcomed to come and meet with teachers any day during preparation periods with mutual agreement on the day most convenient for parent and teacher.

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

In addition to the reports provided to parents on the 5th, 15th, 25th, and 35th week, teachers will maintain constant communication with parents about their child's progress during the quarter. Classroom monthly newsletters will be sent home. Teachers are strongly encouraged to reach out to parents when students are scoring below a "C" because parents must be informed if their child is struggling prior to a reporting period.

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

Parents will have access to staff during report card pickup dates as well as open house. Parents are also able to schedule meetings with teachers during their daily prep 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 may volunteer according to the policies established by CPS. There are opportunities for parents to assist/volunteer with their children however the policy must be followed. Parents can sign up to volunteer online, and the principal, or principal designee, will meet with each volunteer to determine how he/she would like to assist, and where their assistance is needed.

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

The Beasley Parent Handbook is a resource that parents may use. It outlines the following policies: uniform, student attendance, grading, discipline, bell schedules, etc;. Additional information is located on the school website as an additional venue to inform parents.

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

Parents have the opportunity to participate in decision making via forums held at various parent meetings (Administration directed, LSC, PAC, Coffee with the Principal).

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

Students will be held accountable for good attendance, PBIS, active participation during class, and goal setting. Students will also be recognized for their contributions to the goals of the school monthly to keep them as well as the student body overall motivated.

## 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.

Parent Workshops, Financial Literacy, Nutrition Workshops, Math and Reading Nights.

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

| Account(s) | Description | Allocation | |
|---|---|---|---|

| 51130, 52130 | **Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies. | $ Amount | .00 |

| 53405 | **Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500. | $ 5905 | .00 |

| 53205 | **Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops. | $ Amount | .00 |

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