



Emmett Louis Till Math and Science Academy / Plan summary

2018-2020 plan summary

Team

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Team meetings

No meetings saved for this plan.

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

The mission of Emmett Louis Till Math and Science Academy is to meet the academic and socio-emotional needs of every student by providing rigorous and engaging instruction in a safe environment for all students.

Vision Statement: Every student will graduate armed with the academic and life skills necessary for their self-actualization, active citizenship and post secondary success.

The school has established clear, measurable goals for student achievement aimed at narrowing the achievement gap through the use of interim assessments (including teacher created and the use of growth-measure assessments of NWEA. The school will also provide students and parents with the college readiness study, which shows the correlation of NWEA scores and likelihood of entering particular colleges and universities.

The school maintains a professional learning system that evaluates teachers' needs through the use of regular data meetings, staff meetings, focused professional development, ILT team meetings. Additionally the school is rated "Very Strong" for Effective Leaders with a score of 86 and rated "Strong" for Collaborative Teachers with a score of 60 in 5 Essentials Survey.

Guide for Leadership & Collective Responsibility

- o **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.
- o **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- o **Empower others to make or influence significant decisions.**
 - Build shared leadership structures and opportunities for job-embedded leadership training and development.

- Capitalize on the leadership skills of others.
 - Constantly listen and synthesize what is heard, and learn from all sources.
- Employ the skills to effectively manage change.**
 - Master skills associated with large-scale strategic planning processes and implementation of such plans.
 - Steer through the challenges associated with making improvements, both large and small.
- Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
 - Model ambitious goals for teaching and learning for all students, including priority groups.
 - Draw from the best available evidence to inform instructional improvement decisions.
- Enable staff to focus and prioritize what matters most.**
 - Buffer staff from external distractions to the school's priorities and goals.
 - Limit school improvement goals to a few high leverage activities.
 - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score
1 2 3 4

Protocols are effectively utilized to identify problems of practice. Members are comfortable contributing to the team. Team members have a rapport and trust are able to discuss issues even when they refer to an ILT team member. Team meetings are held 3-4 times per month, and all members contribute. Data obtained from ILT learning walks are evaluated by the ILT and results are shared with all staff via email and weekly bulletins. Based on evidence collected, teacher teams were put in place to provide teachers with additional assistance and support to improve teaching practices.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

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

Professional Learning:

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

Score
1 2 3 4

According to the Five Essentials, Quality Professional Development is closely related to the school's improvement plan. Our school received a score of 99 and rated as "Very Strong". We will continue to work on improving professional development that is sustained and coherently focused on developing rigorous curriculum. Leadership will work on providing sufficient time for teachers to evaluate new ideas and work productively with colleagues. Our teachers have common preparation periods and common lunch by grade level five days a week.

Guide for Professional Learning

- Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
 - Use data to identify performance and practice gaps to inform PL plan.
 - Use research about best practices to identify potential learning and subject matter experts to support.
 - Solicit feedback from staff to inform selection of PL opportunities.
 - Provide PL relevant to the cultural and linguistic needs of students.
 - Provide both whole staff and differentiated PL to individual teacher levels.
- Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**

- Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
 - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
 - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- Structure time for teachers to collaborate and learn together.**
 - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
 - Teachers provide and accept collegial support and feedback to/from colleagues.
 - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- Make 'safe practice' an integral part of professional learning.**
 - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
 - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
 - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
 - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

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

Schedules were revised for middle school students to include an extended Math and Reading block, as well as, an intervention period to maximize instructional time. Primary schedules include a "Walking Reading" program to provide differentiated instruction based on reading levels and NWEA scores. In addition teacher assignments were modified to maximize strengths and content expertise. Purchases have been aligned to student needs including the purchase of the following: One-on-One technology 1st - 8th grade. Chrome-books, Consultants for grades k - 8th focusing on Common Core aligned instruction, Common Core Progress, Reading A to Z, Think Cerca, Blue Streak, Measuring Up Live, Stride, Compass Learning, Discovery Science, Cam Classroom, Second Step and Vocabulary A to Z, . Collaborate teams were put in place for the hiring process. Candidates follow a three-tiered process of meeting with the team, teaching a lesson in the appropriate classroom(s), and meeting with Administration.

Metropolitan Community Services: Provide Social Emotional services for students on a weekly basis

Vernon Baptist Church : "Saven Haven" After-school tutoring services during the hours of 3:30 - 6:00

Chicago Muslim (Jihad Shoshara): Donate food and conduct food drives to feed residents in the community

University of Chicago: Student volunteers to tutor students in all subjects throughout the school year

Alpha Kappa Alpha Sorority, Inc.: Provided school supplies and planted a school garden.

Concerned Black Men: Mentored male students every Tuesday with academics, etiquette, and the rites and passage

Concerned Christian Men: Provided weekend tutoring and camping excursions for male students

Best Practices in Education: Provided Diverse Learner professional development and teacher coaching

Sunshine Ministries: External partners for extra curriculum activities and school improvements

Apostolic Church of Woodlawn

Center for Positive Advancement: Assisted in grant writing

Chicago Police Department: Daddy Daughter Dance, Saturday Basketball Camp, Cyber Safety Seminar, and Community Safety Protocols

Alderman Willie B. Cochran's Office: Donated toys and food

Girl Scouts: After school program offered for girls

Bronzeville Scholastic Institute: Counseling and preparation for High School Preparation and acceptance

NBC: Back to School Drive (Contributed an enormous amount of school supplies)

Friends in the City Foundation: Beauty Bootcamp offered twice a week for girls grades 6-8 Comer Children Hospital: Medical Van for free immunizations

Guide for Aligned Resources

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
	<ul style="list-style-type: none"> ✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
Suggested Evidence	<ul style="list-style-type: none"> ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CWP
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	1a. Reflecting on Teaching & Learning 1d. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A2. Allocates Resources to Support Student Learning, Prioritizing Time 1d. Hire and Retain Highly Effective Teachers

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Aligning Resources with Priorities, Focusing on What Matters Most ✓ Instructional Supports ✓ Strategic Source Vendor List ✓ CPS Instructional Time Guidelines, Elementary School Overview ✓ CPS Instructional Time Guidelines, High School Overview ✓ CPS Instructional Block Guidelines, K-2 Literacy ✓ CPS Instructional Block Toolkits, Math

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

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

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Our school follows the Common Core State Standards' scope and sequence for ELA and Math with a primary focus on establishing solid foundational skills in the Pre-k through 5th grades. From the scope and sequence, teachers use their respective grade level CPS curriculum maps per content area to further align quarterly planning. Currently the school uses pacing guides and an in house vendor with an identified skill and standard for ELA or Math and that standard to focus weekly planning. TII purchased Common Core Progress curriculum and student consumables (progress monitoring, performance series, support coach series for both ELA and Math), Think Cerca, Measuring Up Live, Eureka Series (math) grades k-8 includes pacing guides and curriculum maps, PARCC pacing guide and curriculum maps included for grades 2-8th and Envision 2.0 Math to provide rigorous, differentiated materials and lessons to allow all students access to the same skills to produce authentic work. Additionally teachers used electronic and technical applications and software through Kahn Academy, Stride Academy, MAP Math and Reading to supplement instructional practices to assure students success. Reading & Vocabulary A-Z for k-5. For the SEL component all teachers use 2nd Step on Mondays during social science. All teachers additionally have smart boards, desk tops and chrome books. Data from the SQRP and NWEA lead us to drive our instructional planning.

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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ CPS Content Frameworks: Math, Science, Social Studies, and Literacy ✓ CPS Literacy Scope and Sequence ✓ CPS Math Scope and Sequence Guidance ✓ Digital Citizenship Curriculum ✓ K-12 Financial Literacy Guide ✓ Personal Finance 2.0 Course ✓ Physical Education Scope & Sequence ✓ Health Education Scope & Sequence ✓ Interdisciplinary Africa & African American Studies Curriculum ✓ Interdisciplinary Latinx 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

All teachers have smart boards, desk tops and chrome books. TII purchased Common Core, Stride, Eureka, and Envision Math 2.0. Additionally teachers use Kahn Academy, Blue Streak and Compass to supplement. Students have access to electronic and technical applications and software through Kahn Academy, Measuring Up Live, MAP Math and Reading to supplement instructional practices to assure students success. In addition, teachers and students utilize Reading & Vocabulary A-Z for K-5. For the SEL component all teachers use 2nd Step on Mondays during social science. All students attend technology class weekly. Varied levels of texts are used within small group instruction across all grade bands.

Guide for Instructional Materials

Instructional materials (including technology) are....

- Aligned to curricular plans and expectations of the standards.
- Varied and flexible.
 - Are selected and adapted based on learning objectives and learner needs.
 - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.

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

Evidence, Measures, and Standards

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

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

The ILT regularly examines student learning tasks for rigor. Teachers turn in their learning tasks weekly, in order to receive feedback. All staff participated in evaluating student learning tasks using the Engagement and Rigor Rubric. Teachers refer to the DOK chart when planning and providing instruction to ensure higher order questioning and critical thinking. All students, including Diverse Learners are expected to demonstrate growth measured through standards based practices in all content areas. In Language Arts, students are taught to close read texts beginning in 1st grade, and vocabulary is embedded in content. In regards to Math, students are required to produce authentic work applying mathematical concepts to real world situations through relevant and rigorous tasks. Learning tasks are aligned to standards and objectives

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

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

College and Career Readiness counselors identified students who were not on track due to specific contributing factors and implemented individualized progress monitoring systems and supports. In an effort to prepare 8th grade students for high school, the Counseling Team started off the year with individual 8th grade meetings. During this meeting, 8th grade students had an opportunity to discuss with their counselors what high schools and programs they were interested in exploring. Also, students had a chance to review their test scores, grades and attendance. This activity gave them a clear overview of their previous data points which in turn gave them an idea about what high schools they would be eligible for. Students were then given a list of high schools to explore as they prepared to complete their applications on GoCPS. Next, the Counseling Team held a parent meeting to walk students and parents through the high school application process. In addition during the fall, middle school students participated in a High School Fair/College Fair Day. This special event was preceded by mini workshops about the high schools and career speakers that were coming to the fair. Sixth through eighth grade students spoke to high school representatives and counselors about the various programs and sports and activities that their high school had to offer. During the afternoon Career Fair, 6th-8th grade students were broken up into small groups to speak with professionals from a variety of the 16 career clusters. The Counseling Team also initiated Naviance Workshops with 6th-8th grade students. These informative year long workshops are geared specifically toward middle school students to help prepare them for high school and post-secondary success. While working with Naviance, students have an opportunity to create high school and post-secondary goals as well as research high schools, colleges and career options. 7th and 8th grade students visited Dunbar High School twice this year and they explored their Beauty School, Health Occupations, Culinary Arts and Automotive Technology Programs. During the visit students were mentored by high school students involved in the program. They had the opportunity to review the necessary prerequisites of the program, discuss the roles and responsibilities of the students, as well as the opportunities that come with completing the program.

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 Billiteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B’s or better and improving attendance.
 - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
 - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
 - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
 - Provide opportunities for Dual Credit/Dual Enrollment
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.
 - Equipping students and families with persistence strategies. (College Persistence Toolkit)
 - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Honors meeting Date ✓ Scholarship award ✓ Activity plans or timelines related to successful transitions structure ✓ To & Through date
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attrition Rates ✓ Early College and Career Orientation
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS	Curriculum & Instruction, Family & Community Engagement
Supports	2b. Establishing a Culture for Learning
CPS Framework for Learning	2b. Establishing a Culture for Learning
CPS Performance Standards	C1. Create a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> ✓ Transition College ✓ CPS Action Framework ✓ Transition college sites from middle school ✓ To & Through Travel ✓ Building College & Career Readiness ✓ College Success 	<ul style="list-style-type: none"> ✓ CPS College Persistence Toolkit ✓ Maryland Linkages Between Student Progress, Schools, and Community (2016) ✓ From CTE to the Future (2016-2020) ✓ CPS SCHOOL EXCELLENCE FRAMEWORK 17

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 2 3 4

Small group instruction and the Gradual Release of Responsibility are used across all grade levels and content areas. Student-to-student discourse is encouraged through Accountable Talk and probing questioning in teacher-facilitated discussions to monitor student understanding of concepts. Teachers use a variety of questioning techniques to promote student discourse and critical thinking skills. Teachers use real world context to engage students for application of concepts per discipline across grade levels. Teachers adjust using weekly assessment data to drive instruction and for re-teaching purposes. Students are placed in small groups for both Reading and Math based on RIT scores and the Learning Continuum. Groups are dynamic and allow for adjustments based in growth and need for scaffolding of instruction. Data obtained from ILT learning walks are evaluated by the ILT and results are shared with all staff via email and weekly bulletins. Based on evidence collected including the 5 Essentials Effective Leadership results (“Strong” with a score of 71”), teacher teams were put in place to provide teachers with additional assistance and support to improve teaching practices and ensure that administration and teachers have a shared vision for success.

Guide for Instruction

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Instructional observations, peer observations, learning walks ✓ Lesson studies
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	<ul style="list-style-type: none"> Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> 81. Implements Curricular Scope and Sequence and Reviews Instructional Practices 82. Observes and Evaluates Staff and Gives Feedback to Staff
Now What? Materials to Support Improved Planning	
	<ul style="list-style-type: none"> ✓ CPS Framework for Teaching with Critical Ambitions ✓ CPS Framework for Teaching Professional Learning Modules ✓ CPS Framework for Teaching Professional Learning Opportunities ✓ Social-Emotional Learning ✓ English Language Learner Addendum

Balanced Assessment & Grading:

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

Score
1 2 3 4

Teachers provide diagnostic, formative and summative assessments (TRC, Dibels, NWEA, 5 week interim) to continuously monitor student growth in preparation for college and career readiness. Teachers also use Behavior Attendance Grades (BAG) reports, create custom weekly Measuring Up Live and Compass Learning Assessments, and utilize easy CBM to progress monitor student achievement. Through "What I Need" (WIN) folders students are given weekly updates and provided individualized enrichment per their NWEA RIT scores. Teachers submit a minimum of 3 grades per subject weekly. Administration conduct Gradebook audit bi-weekly to ensure grades are aligned to assessments and teachers are on track with the pacing guides. Through Gradebook, students and parents have access to current grades and academic progress at their disposal to monitor at their leisure.

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.
 - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
 - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Examples of a variety of teacher created and teacher selected assessment ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
Evidence	<ul style="list-style-type: none"> ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course student names)
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction
MTSS Framework	<ul style="list-style-type: none"> Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 1c. Selecting Learning Objectives 1a. Delivering Student Assessment 1d. Using Assessment in Instruction 1b. Reflecting on Teaching & Learning 1e. Assessing Academic Results
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> 81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improved Planning	
	<ul style="list-style-type: none"> ✓ CPS Balanced Assessment Framework & Assessment Models ✓ Assessment Design Toolkit ✓ Teacher Made Assessment Policy ✓ Grading principles and guidelines ✓ Great Schools Partnership—Grading & Reporting

Multi-Tiered System of Supports:

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

Score
1 2 3 4

MTSS team implemented 4-step problem-solving model to integrate academic and behavioral instruction and intervention that was delivered to students in multiple tiers based on student need. Weekly behavior, attendance & grade (BAG) reports were implemented to support all students with behavior, attendance, and grades. On a weekly basis students and parents are made aware of their on-track status.

Every day, in all classrooms, teachers provide academic instruction aligned with Common Core Standards and social emotional instruction through the Second Step Curriculum. Tier 2 services were provided by a variety of staff members in settings inside and outside the classroom. Additionally, team members identified students' who were falling off track and implemented academic intervention and counseling support. A small portion of the student body was provided Tier 3 support to help them overcome significant barriers and learn academic and behavior skills required for school success. For example, small group peace circles and check-in/out systems.

Guide for Multi-Tiered System of Supports

- o **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.
- o **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.
- o **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.
- o **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.
- o **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.
- o **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 3 4

All students take interim assessments using Measuring Up Live and weekly assessments are given based on the Common Core Standard. Students are intricately involved in decisions made at the classroom and grade-level. Students have the opportunity to weigh in on classroom norms, classroom themes and grade-level themes. Students are offered opportunity to weigh in on school/student planning when appropriate and possible. Students are involved in the campaign for maintaining Level 1+ and participate in building wide-incentive and competitions around behavior, attendance and grades. Teachers use real world context to engage students for application of concepts per discipline across grade levels. Teachers adjust using weekly assessment data to drive instruction and for re-teaching purposes. All students are delivered Tier 1 and 2 supports consistently. We have added several small groups, check ins and BAG reports. All students are on Stride Academy and take assessments every five weeks to monitor growth. NWEA data from BOY, MOY and EOY are used to measure student's growth.

Guide for Culture for Learning

- o **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.
- o **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.
- o **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.
- o **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.
- o **Develop academic mindsets and behaviors.**
 - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
 - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
 - Employ strategies including ongoing monitoring and support of students' academic behaviors.

- Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SGR Attachment and Growth
Five Essentials	<ul style="list-style-type: none"> ✓ Ambitious Instruction ✓ Collaborative Teachers ✓ Supportive Environment
MTSS Framework	<ul style="list-style-type: none"> ✓ Cultivate & Instruction
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> ✓ C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
	<ul style="list-style-type: none"> ✓ Teaching Ambition: The Role of Disciplinary Experts in Student School Performance ✓ Framework for Teaching Competency Goals p. 30 ✓ Social Emotional Learning Supports (cs.edsu.org) ✓ ASCA Mindsets & Behaviors

Relational Trust:

Score

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

1 2 3 4

The 5 Essentials results show that Administration and teachers have built strong relationships. Various supports have been put in place to keep the lines of communication open and offer an environment where trust and relationship continues grow. Those supports include weekly Till Times for staff, a monthly Till Tribune for families and community, Monthly Chat and Chews open to the community to share ideas and concerns a. The Counselor, Case Manager, and some teachers are called upon to do student check-ins and meet with students with which they have developed a rapport. Students regularly participate in Peace Circles to build relationships and solve problems. Moving forward Till will begin to offer parent workshops based on the needs and request of the community in an effort to strengthen the relationship between school, students and community.

Guide for Relational Trust

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

Score

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

1 2 3 4

Students completed the My Voice, My Survey to address their individual needs, interest, and observations. Their individual voices are essential and nurtured daily. The current ratings and results indicate that students are actively engaged and vested in the school and their academics.

Extra-Curricular Activities:

Sports: Academic:

Basketball Girls & Boys Grades 5-8 Math Club Girls and Boys Grades 3-8

Football Girls & Boys Grades 5-8 Book Club Girls and Boys Grades 3-8

Track and Field Girls & Boys 5-8 Girl Scouts Grades 3-8

Cheerleading Girls Grades 3-8

All-Stars: 2-8

Newspaper Grades 3-8

Till will implement Peer Juries for the 2018 -2019 school year after training in the Fall from the Office of Social and Emotional Learning. Students are offered an internal appeals process to give their input on administrative decisions or infractions and to provide an explanation for remediation. Students participate in decorating and organizing the school in beautification efforts.

The 5 Essentials results (very strong) show that Till students feel safe at school. Till has established a protocol for building safety. The team is still working to maintain a high level of safety and order in the building, so that students feel physically and emotionally safe from harm, and adults work to actively maintain a safe, orderly school environment. A school-wide behavior matrix is followed, and teachers review procedures and expectations throughout all school settings. Restorative practices are utilized among all grade levels, and are the most common means for response to student behaviors. Weekly BAG reports are sent home and provide incentives to all students for positive behavior.

Guide for Student Voice, Engagement, & Civic Life

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
- **Become informed voters and participants in the electoral process**
 - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
 - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
 - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
- **Engage in discussions about current and controversial issues.**
 - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
 - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.

- Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
- Explore their identities and beliefs**
 - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
 - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
 - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
- Exercise student voice**
 - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
 - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
 - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
 - Authentically **interact with civics leaders**
 - Students learn about community, city, state, and national civic leaders and their roles in civil society.
 - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.
- Engage with their community**
 - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause
- Take informed action** where they work together to propose and advocate for solutions.
 - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
 - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
- Experience a **Schoolwide civics cultur**
 - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
 - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
 - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
- Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> NYSED Student Survey completion rates and results Analysis from student organizations and events including NYOC Meeting minutes regarding that include student participation Records regarding student engagement in student meetings Service learning reports and/or reflections of SA projects 100 and multiple means, rubric, assessment artifacts Evidence of student work Democracy School organization
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Guidance & Support, Family & Community Engagement
CFE Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2b. Establishing Student Learning
CFE Performance Standards for School Leaders	03. Utilize Feedback from Multiple Stakeholders for School Improvement
Common Standards	Whole School Systems Standards, Whole Social Emotional Learning Standards, CCS, ELA/MS 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

The 5 Essentials results (very strong) show that Till students feel safe at school. Till has established a protocol for building safety. The team is still working to maintain a high level of safety and order in the building, so that students feel physically and emotionally safe from harm, and adults work to actively maintain a safe, orderly school environment. A school-wide behavior matrix is followed, and teachers review procedures and expectations throughout all school settings. Restorative practices are utilized among all grade levels, and are the most common means for response to student behaviors. Restorative practices will be increased in the 2018-2019 school-year to include: Peer Jury, Students activity planning committee, students council and a five Week Forum where students can share their opinions and ideas.

Weekly BAG reports are sent home and provide incentives to all students for positive behavior. Students will also be invited to participate in a weekly fun-day event if the BAG is in order.

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

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

Score

1 2 3 4

Emmett Till facilitates peace circles, parent/student conferences, restorative conversations, Saturday school, Check in/Check out, and small groups. All students and staff follow the All-Star behavior plan and use 2nd Step in the classrooms. Weekly BAG reports are sent home and provide incentives to all students for positive behavior. Restorative practices are utilized among all grade levels, and are the most common means for response to student behaviors. Restorative practices will be increased in the 2018-2019 school-year to include: Peer Jury, Students activity planning committee, students council and a five Week Forum where students can share their opinions and ideas. Weekly BAG reports are sent home and provide incentives to all students for positive behavior. Students will also be invited to participate in a weekly fun-day event if the BAG is in order. Restorative practices are the most used means of correcting student behaviors such as Community Service after school and on Saturdays.

Guide for Restorative Approaches to Discipline

- o **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.
- o **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.
- o **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, reestablish expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
 - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
 - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors. Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
 - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
 - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
 - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
 - Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Evidence, Measures, and Standards

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

Parent and Family Partnership:

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

Score
1 2 3 4

We have increased parent participation by 15%. Till has a strong PAC and is working on building the LSC and PTA. Parents are invited monthly to participate in Chat and Chews and share ideas and concerns regarding the direction of the school. Till distributes the monthly Till Tribune to parents highlighting school events and successes. The Till Tribune also informs parents of important upcoming dates and deadlines. We consistently send out letters and robo calls to parents and community articulating the goals and direction for the "New" Till.

Guide for Parent and Family Partnership

- o **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- o **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).**
- o **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.
- o **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.
- o **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.
- o **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.
- o **Provide proactive communication (e.g. parent handbook and resources).**
- o **Partner equitably with parents speaking languages other than English.**
 - Information is provided to parents in their native language.
 - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

- ✓ Examples of communication methods and content
- ✓ Participation rates for Parent Leadership, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
- ✓ Outreach efforts
- ✓ Documentation of responsiveness to Parent Support Center concerns raised

Suggested Evidence

- ✓ Shared agendas, flyers
- ✓ Fundraising activities and amounts (if applicable)
- ✓ How sites use the school honor and reflect the diversity of families including language and culture

Measures

- ✓ Five Essentials Score - Involved Families
- ✓ My Voice, My School Survey scores - approach to parents, parent-teacher trust

Five Essentials Involved Families

MTSS Framework Family & Community Engagement

CPB Framework for Teaching 2a. Mentoring, Classroom Procedures

CPB Framework for 4c. Communication with Families

CPB Performance Supports for School D1. Engage Families

Supports for School D1. Engage Families

Teacher

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

- ✓ Parent Support Centers
- ✓ Parent Meetings
- ✓ Parent Portal

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus 0= Not of focus
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 0
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 0
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 0
3	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 0
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1 2 3 4 5 0
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 0
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 0
3	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 0
3	Expectations for Quality & Character of School Life: Parent and Family Partnership	1 2 3 4 5 0
3	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 0
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 0
3	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 0
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 0
4	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 0
4	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 0
4	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 0
4	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 0

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					
As a result of organizational shifts, and loss of full time two full time teachers, there is an anticipated a slight dip in projected reading growth.	92.00	99.00	90.00	90.00	(Blank)
National School Growth Percentile - Math					
As a result of organizational shifts, and loss of full time two full time teachers, there is an anticipated a slight dip in projected reading growth.	94.00	99.00	90.00	90.00	(Blank)
% of Students Meeting/Exceeding National Ave Growth Norms					
Increase student Meeting & Exceeding National Ave Norms by 5%	60.50	75.00	72.00	80.00	(Blank)
African-American Growth Percentile - Reading					
Our growth goals are based on EOY (2017) and MOY (2018) NWEA data and teacher data goal setting meetings that occurred during BOY, MOY and EOY. We are expected to take a slight dip in this category due to large class sizes and a loss of two full time teachers.	94.00	99.00	90.00	90.00	(Blank)
Hispanic Growth Percentile - Reading					
N/A	(Blank)	(Blank)	0.00	0.00	(Blank)
English Learner Growth Percentile - Reading					

N/A	(Blank)	(Blank)	0.00	0.00	(Blank)
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Diverse Learner Growth Percentile - Reading

With the use and implementation of modeled instruction, co-teaching, direct instruction, small group instruction, peer tutoring, and effective MTSS strategies, we are anticipating a slight dip of growth for DL students in both reading & math because of the mobility of teachers in this department.	99.00	99.00	90.00	90.00	(Blank)
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African-American Growth Percentile - Math

Our growth goals are based on EOY (2017) and MOY (2018) NWEA data and teacher data goal setting meetings that occurred during BOY, MOY and EOY. We are expected to take a slight dip in this category due to large class sizes and a loss of two full time teachers.	94.00	99.00	90.00	90.00	(Blank)
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Hispanic Growth Percentile - Math

N/A	(Blank)	(Blank)	0.00	0.00	(Blank)
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English Learner Growth Percentile - Math

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

With the use and implementation of modeled instruction, co-teaching, direct instruction, small group instruction, peer tutoring, and effective MTSS strategies, we are anticipating a slight dip of growth for DL students in both reading & math because of the mobility of teachers in this department.	99.00	99.00	90.00	90.00	(Blank)
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National School Attainment Percentile - Reading (Grades 3-8)

To increase attainment we have implement and utilize. Interim assessment cycles, small group instruction, differentiation, technology, and effective MTSS strategies. With these strategies in place, we anticipate a higher level of attainment for all students in both reading & math	21.00	51.00	60.00	65.00	(Blank)
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National School Attainment Percentile - Math (Grades 3-8)

To increase attainment we have implement and utilize. Interim assessment cycles, small group instruction, differentiation, technology, and effective MTSS strategies. With these strategies in place, we anticipate a higher level of attainment for all students in both reading & math	20.00	51.00	60.00	65.00	(Blank)
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National School Attainment Percentile - Reading (Grade 2)

With the use and implementation of modeled instruction, direct instruction, small group instruction, workshop model, AARP tutoring, and effective MTSS strategies, we are anticipating a higher level of growth for students in both reading & math.	3.00	1.00	15.00	20.00	(Blank)
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National School Attainment Percentile - Math (Grade 2)

With the use and implementation of modeled instruction, direct instruction, small group instruction, workshop model, AARP tutoring, and effective MTSS strategies, we are anticipating a higher level of growth for students in both reading & math.	6.00	2.00	15.00	20.00	(Blank)
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% of Students Making Sufficient Annual Progress on ACCESS

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

Our Attendance growth goals continues to grow yearly. Focused and targeted attendance planning with and emphasis on struggling families, and the use of incentives and school wide mobilization to support improvements. The use of technology, social media, and other strategies will be used to help improve daily attendance. We expect to reach to continue to have attendance growth up to the 96%.	93.60	94.80	96.00	97.00	(Blank)
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My Voice, My School 5 Essentials Survey

We expect to do well as we did last year, particularly in the area of being well-organized.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

10 of 10 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
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RIGOROUS TASKS

Our goal is for the ILT to regularly examine student learning tasks for rigor. Teachers will submit their learning tasks weekly, to receive frequent feedback. All staff participated in evaluating student learning tasks using the Engagement and Rigor Rubric. Teachers refer to the DOK (depth of knowledge) chart when planning and providing instruction to ensure higher order questioning and critical thinking. All students, including Diverse Learners are expected to demonstrate growth measured through standards based practices in all content areas. In Language Arts, students are taught to close read texts in grades K - 8th and vocabulary is embedded in content. In regards to Math, students are required to produce authentic work applying mathematical concepts to real world situations through relevant and rigorous tasks. Learning tasks are aligned to standards and objectives.	4.00	51.00	50.00	60.50	70.00
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BALANCED ASSESSMENT & GRADING

Our goal is for students to reflect, self-assess, revise and edit graded work to prevent common errors and future mistakes regularly. Teachers provide diagnostic, formative and summative assessments (TRC, Dibels, NWEA, 5 week interim) to continuously monitor student growth to master skills in preparation for college and career readiness. Teachers also use Behavior Attendance Grades (BAG) reports, create custom weekly Measuring Up Live and Compass Learning Assessments, and utilize easy CBM to progress monitor student achievement. Through "What I Need" (WIN) folders students are given weekly updates and provided individualized enrichment per their NWEA RIT scores. Teachers submit a minimum of 3 grades per subject weekly. Through Gradebook students and parents have access to current grades and academic progress at their disposal to monitor at their leisure.	4.00	51.00	50.00	60.50	70.00
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INSTRUCTION

<p>Till's goal is for all teachers to incorporate small group instruction using the Gradual Release of Responsibility across all grade levels and content areas to help students become independent thinkers. Student-to-student discourse is encouraged through Accountable Talk and probing questioning in teacher-facilitated discussions to monitor student understanding of concepts. Teachers use a variety of questioning techniques to promote student discourse and critical thinking skills. Teachers use real world context to engage students for application of concepts per discipline across grade levels. Teachers use weekly assessment data to drive instruction and for re-teaching purposes. Students are placed in small groups for both Reading and Math based on NWEA RIT scores and the Learning Continuum. Flexible grouping allows for adjustments based on growth and need for scaffolding of instruction. Data obtained from ILT learning walks is evaluated by the ILT and results are shared with all staff via email, weekly bulletins and if necessary, individual meetings. Based on evidence collected including the 5, Essentials Effective Leadership results, teacher teams were put in place to provide teachers with additional assistance and support to improve teaching practices and ensure that administration and teachers have a shared vision for success.</p>	4.00	51.00	50.00	60.50	70.00
LEADERSHIP AND COLLECTIVE RESPONSIBILITY					
<p>To ensure collective responsibility for student learning, Till will focus on three aspects of leadership and collective responsibility aimed at school improvement:</p> <ol style="list-style-type: none"> 1. Support teacher learning for Quality Teaching 2. Establishing and communicating school goals, expectations for student learning 3. Structured professional development for program coherence to sustain school capacity to improve student learning. <p>Supporting teacher learning is a collective responsibility at Emmett Till. Veteran teachers are assigned as mentors to new teachers, ILT members all have teachers assigned that they are responsible for mentoring and assisting throughout the school year. The use of collaborative learning and planning to quickly target students experiencing learning challenges is standard.</p> <p>Emmett Till communicates with parents, students and staff to maintain a shared vision. High expectations are consistently communicated through bulletins to staff (Till Times), newsletters to parents (Till Tribune), grade band meeting for staff and assemblies, robo calls and BAG (behavior, attendance & grades) reports and other forms of social media for students and parents.</p> <p>All Emmett Till staff is encouraged to attend CPS Network professional learning and stay up to date with the Learning Hub to stay abreast of current professional development. The ILT holds performance management meeting with teachers based on their observations and feedback ensure that goals are consistently being met in an effective and efficient manner. Additionally, Emmett Till provides professional learning in any area needed through weekly grade-band meetings, ILT and teacher one-on-ones and bringing professional development in as needed.</p>	4.00	51.00	50.00	60.50	70.00
OSS per 100 (all students)					
<p>The number of out-of-school suspensions per 100 students shows the number of reported incidents that result in a OSS for every 100 students at the school. This helps account for schools of different sizes when considering how frequently students are suspended, and makes it possible to make school level comparisons. The rate is calculated by taking the number of incidents that result in an out-of-school suspension and dividing it by the total number of enrolled students and then multiplying that figure by 100.</p> <p>The goal is to reduce this metric by at least 14% annually for SY18-20.</p>	19.03	11.70	11.93	10.26	8.83
OSS per 100 (Diverse Learners students only)					
<p>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-of-school suspension for diverse learners and dividing it by the total number of enrolled diverse learners and then multiplying that figure by 100.</p> <p>The goal is to reduce this metric by at least 21% annually for SY18-20.</p>	21.49	8.70	9.05	7.78	6.69
OSS per 100 (African American students only)					
<p>The number of out-of-school suspensions per 100 students for African American shows the number of reported incidents for African American that result in a OSS for every 100 students at the school. This helps account for schools of different sizes when considering how frequently students are suspended, and makes it possible to make school level comparisons. The rate is calculated by taking the number of incidents that result in an out-of-school suspension for diverse learners and dividing it by the total number of enrolled African American students and then multiplying that figure by 100.</p> <p>The goal is to reduce this metric by at least 14% annually for SY18-20.</p>	19.40	11.60	11.83	10.18	8.75
% of Group 3 Misconducts Routed to OSS					
<p>This metric indicates the number of times (reported as a percent) a school assigns an out-of-school suspension to a student for their involvement in a Group 3 incident from the Student Code of Conduct. Whenever possible, interventions and consequences that do not exclude the student from their regular educational schedule should be attempted. The rate is calculated by taking the number of Group 3 incidents that result in an out-of-school suspension and dividing it by the total number of Group 3 incidents and then multiplying that figure by 100.</p> <p>The goal is reduce this metric by at least 60% for SY18-19 and another 40% for SY19-20.</p>	28.57	0.00	0.00	0.00	0.00
Serious Misconducts (Group 4-6) per 100					
<p>The number of serious misconducts per 100 students shows the number of reported SCC Group 4, 5, or 6 incidents reported for every 100 students at the school. This helps account for schools of different sizes when considering how frequently serious misconducts occur at the school, and makes it possible to make school level comparisons. 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. The rate is calculated by taking the number of Group 4, 5, and 6 misconduct codes assigned to students and dividing it by the total number of enrolled students and then multiplying that figure by 100. NOTE: This number may be higher than anticipated as sometimes multiple Group 4, 5, and 6 violations of the Student Code of Conduct may be assigned to a signal incident.</p> <p>The goal is to reduce this metric by at least 20% annually for SY18-20.</p>	25.57	12.33	13.56	10.85	8.68
3-8 On Track					
<p>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.</p>	40.76	53.80	60.00	65.00	70.00

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
Teachers create rigorous tasks that are aligned to the standards-based learning objectives that reflect the depth of knowledge expectations	students will become independent thinkers and produce high quality work	self assessment and mastery of the common core standards, an increase of 20% on DWA and school based interim assessments, and increase attainment to 80%.

Tags:
Instruction

Area(s) of focus:
1, 3

Action step	Responsible	Timeframe	Status
Teachers will attend professional developments centered around student questioning using DOK, developing rigorous tasks, and text complexity.	Principal AP Teachers	Sep 10, 2018 to Nov 2, 2018	Not started

Instruction, Rigorous tasks, Planning for instruction

School wide professional development on understanding our school wide Rigor and Relevance Rubric and how to audit tasks.	Teachers	Aug 27, 2018 to Aug 31, 2018	Not started
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Instruction, Rigorous tasks, Planning for instruction

Teachers will be required to submit first four weeks of lesson plans to school beginning.	Teacher	Aug 27, 2018 to Aug 31, 2018	Not started
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Instruction, Rigorous tasks, Instruction planning

Teachers will submit student tasks a week prior to assigning it to students. ILT members will provide feedback on the tasks using our school wide Rigor and Relevance Rubric.	ILT Teachers	Sep 10, 2018 to Jun 21, 2019	Not started
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Instruction, Instruction planning, Rigorous task

After professional development and ILT modeling, teachers will begin evaluation their own tasks using our school wide rubric.	ILT Administrators Teachers	Jan 7, 2019 to Jun 7, 2019	Not started
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Instruction, Rigorous tasks, Task analysis, Instruction planning

School Administrators will use blitz walk-thru focusing on DOK and rigor in the classroom.	Administrators	Jan 7, 2019 to Jun 14, 2019	Not started
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Rigorous tasks, Task analysis, Rigor, Classroom observations, Learning rounds

Strategy 2

If we do...	...then we see...	...which leads to...
Use multiple measures (i.e. a variety of formative and summative assessments systematically timed throughout the year) in addition to the district-wide assessment requirements.	a more thorough understanding of student's learning	differentiated, targeted instruction which leads to increased student achievement in all subject areas by 25% and monitoring student's progress towards college and career readiness.

Tags:
Assessment, Instruction

Area(s) of focus:
2, 3

Action step	Responsible	Timeframe	Status
Teachers will continue to collaborate on common unit plans across grade levels based upon CCSS, which will include common standards-aligned assessments of a variety of types-- Diagnostic (to pinpoint gaps), Progress Monitoring (during regular intervals); Formative: classroom (daily, weekly); Formative: team (unit, monthly); Interim (end of quarter or semester); Summative (end of quarter, semester, or year).	teachers	Sep 10, 2018 to Jun 14, 2019	On-Track

Assessment, Grading, Collaboration

Department Leads will monitor grade band gradebooks for weekly assessments aligned to the pacing guide and Common Core State Standards.	Department Leads	Sep 10, 2018 to Jun 14, 2019	On-Track
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Assessment, Grading, Collaboration

Administrators will conduct 5-week gradebook and instructional audits for every teacher in every subject to ensure teachers are teaching according to the school wide pacing guide.	Administrators	Sep 17, 2018 to Jun 14, 2019	On-Track
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Assessment, Instruction

Classroom assessments with rubrics will be aligned to the standards referenced in the standards-based learning objectives and clearly connected to the instructional strategies and learning activities in the classroom. To help students see the connections between standards, objectives, learning activities, and assessments, we will utilize the following Four Questions for Learning that are standards-based: <ol style="list-style-type: none"> 1. What is the standard for this grade level and subject that I am working to master? 2. What is the learning activity I am doing and how does it help me to master the standard? 3. What will I know and be able to do when I've mastered the standard? 4. How will the teacher assess whether I have mastered the standard? Primary grades do progress monitoring and benchmark assessments in reading comprehension, accuracy, and fluency. In Math, progress monitoring and interim assessments.	Teachers Chairpersons AP	Sep 10, 2018 to Jun 14, 2019	Not started
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Collaboration, Assessment policy, Assessment, Assessment planning, Assessment rubric

Strategy 3

If we do...	...then we see...	...which leads to...
If we do whole/small group instruction supported by teachers effective	students able to critically and independently think and produce high quality	mastery of standards as found in the CPS Content Frameworks' scope and

teaching practices providing explicit instruction using anchor charts/strategies posting for math and reading along with "skills and steps question" Template ensuring that levels of DOK/depth of knowledge is met in written notes for students to add interactive journals (math/reading) in addition to teacher using Marzano's questioning techniques to transfer content knowledge depth verbally.

work.

sequence and an increase of student's performance on DWA by 10%.

Tags:
Instruction, Depth of knowledge

Area(s) of focus:
1, 3

Action step

Responsible

Timeframe

Status

Grade Level Literacy and Math Curriculum Maps which clearly articulate what skills students are expected to demonstrate at each grade level and tightly align those skills to the content that is presented. Balanced assessments will be built into the Literacy and Math Curriculum Maps and Standards Based Grading will be reflected in Gradebook.

ILT
Teachers
Administration

Sep 10, 2018 to
Jun 14, 2019

On-Track

Instruction, Balanced grading and assessment, Curriculum maps, Standards based grading

Teachers will attend summer professional development on school-wide accountable talk.

Teachers
Administrators

Jun 25, 2018 to
Aug 31, 2018

Not started

Instruction, Professional development, Accountable talk

Teachers will create accountable talk action plan and rubric to monitor use of strategy in classrooms.

Teachers

Sep 10, 2018 to
Jun 14, 2019

Not started

Instruction, Accountable talk, Rubric

Teachers will use DOK chart to ensure DOK questions level 3&4 are evident in student discourse and in weekly lesson plans.

Teachers

Sep 10, 2018 to
Jun 14, 2019

Not started

Instruction, Dok, Instruction planning

Teachers will use question stems cards to train students on how to engage in accountable talk.

Teachers

Sep 10, 2018 to
Jun 14, 2019

Not started

Instruction, Accountable talk

Strategy 4

If we do...

Develop a school culture that fosters a sense of community amidst teachers, and uses a research based leadership development model to create teacher leaders who are growing and learning using shared leadership and challenging misconceptions and practices.

...then we see...

An environment of flexibility allowing teachers to innovate without excessive regulation, teachers feeling a greater level responsibility for their classroom and the school, a higher level of principles expected in the school, heightened teacher clarity regarding the school's mission, vision and core values and higher levels of employee commitment to the school's common purpose.

...which leads to...

The empowerment of teachers to make and influence significant decisions while effectively managing change and deepening perspective with agency, authority and identity within themselves and their students and successively create a higher level of student's achievement on assessments by 20%.

Tags:
Leadership, Teacher

Area(s) of focus:
4

Action step

Responsible

Timeframe

Status

ILT will research and select a leadership model.

ILT

Aug 24, 2018 to
Sep 21, 2018

Not started

Leadership, Teacher collaboration, Leadership model

ILT and Administrators will select a book to have a professional book read around leadership.

ILT
Administrators

Aug 20, 2018 to
Sep 14, 2018

Not started

ILT, Leadership, Professional book read

Teacher Teams will lead a discussion centered around a certain chapter in the book.

Teachers
Administrators

Nov 5, 2018 to
Jan 25, 2019

Not started

ILT, Leadership, Professional development

Administration and ILT will create protocols and process to ensure other teachers begin to be instructional leaders.

ILT Administrators

Sep 14, 2018 to
Jun 14, 2019

Not started

ILT, Leadership

Action Plan

Strategy 1

NOT STARTED Teachers will attend professional developments centered around student questioning using DOK, developing rigorous tasks, and text complexity."

Sep 10, 2018 to Nov 02, 2018 - Principal AP Teachers

Status history



NOT STARTED

May 21, 2018

Evidence

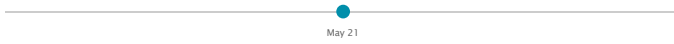
Weekly assessment/task and monitored on track rates.

NOT STARTED

School wide professional development on understanding our school wide Rigor and Relevance Rubric and how to audit tasks."

Aug 27, 2018 to Aug 31, 2018 - Teachers

Status history



NOT STARTED May 21, 2018
Evidence
 Weekly assessment/task and monitored on track rates.

NOT STARTED Teachers will be required to submit first four weeks of lesson plans to school beginning."
 Aug 27, 2018 to Aug 31, 2018 - Teacher

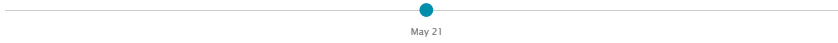
Status history



NOT STARTED May 21, 2018
Evidence
 Weekly assessments/Task

NOT STARTED Teachers will submit student tasks a week prior to assigning it to students. ILT members will provide feedback on the tasks using our school wide Rigor and Relevance Rubric."
 Sep 10, 2018 to Jun 21, 2019 - ILT Teachers

Status history



NOT STARTED May 21, 2018
Evidence
 Weekly Assessment/task

NOT STARTED After professional development and ILT modeling, teachers will begin evaluation their own tasks using our school wide rubric."
 Jan 07, 2019 to Jun 07, 2019 - ILT Administrators Teachers

Status history



NOT STARTED May 21, 2018
Evidence
 Assessments Tasks

NOT STARTED School Administrators will use blitz walk-thru focusing on DOK and rigor in the classroom."
 Jan 07, 2019 to Jun 14, 2019 - Administrators

Status history



NOT STARTED May 21, 2018
Evidence
 Task and Assessments

Strategy 2

ON-TRACK Teachers will continue to collaborate on common unit plans across grade levels based upon CCSS, which will include common standards-aligned assessments of a variety of types-- Diagnostic (to pinpoint gaps), Progress Monitoring (during regular intervals); Formative: classroom (daily, weekly); Formative: team (unit, monthly); Interim (end of quarter or semester); Summative (end of quarter, semester, or year)."
 Sep 10, 2018 to Jun 14, 2019 - teachers

Status history



ON-TRACK May 21, 2018
Evidence
 rubrics, graded student work, Gradebook, standardized assessment results

ON-TRACK Department Leads will monitor grade band gradebooks for weekly assessments aligned to the pacing guide and Common Core State Standards."
 Sep 10, 2018 to Jun 14, 2019 - Department Leads

Status history



ON-TRACK May 21, 2018
Evidence
 Assessments Gradebook

NOT STARTED Classroom assessments with rubrics will be aligned to the standards referenced in the standards-based learning objectives and clearly connected to the instructional strategies and learning activities in the classroom. To help students see the connections between standards, objectives, learning activities, and assessments, we will utilize the following Four Questions for Learning that are standards-based: 1. What is the standard for this grade level and subject that I am working to master? 2. What is the learning activity I am doing and how does it help me to master the standard? 3. What will I know and be able to do when I've mastered the standard? 4. How will the teacher assess whether I have mastered the standard? Primary grades do progress monitoring and benchmark assessments in reading comprehension, accuracy, and fluency. In Math, progress monitoring and interim assessments."

Sep 10, 2018 to Jun 14, 2019 - Teachers Chairpersons AP

Status history



NOT STARTED May 21, 2018
Evidence
classroom assessments, rubrics, student conversations, Gradebook, unit plans

ON-TRACK Administrators will conduct 5-week gradebook and instructional audits for every teacher in every subject to ensure teachers are teaching according to the school wide pacing guide."
Sep 17, 2018 to Jun 14, 2019 - Administrators

Status history



ON-TRACK May 21, 2018
Evidence
Rubrics

Strategy 3

ON-TRACK Grade Level Literacy and Math Curriculum Maps which clearly articulate what skills students are expected to demonstrate at each grade level and tightly align those skills to the content that is presented. Balanced assessments will be built into the Literacy and Math Curriculum Maps and Standards Based Grading will be reflected in Gradebook."

Sep 10, 2018 to Jun 14, 2019 - ILT Teachers Administration

Status history



ON-TRACK May 21, 2018
Evidence
Lesson plans Grade book checks using rubrics Interim assessments

NOT STARTED Teachers will attend summer professional development on school-wide accountable talk."
Jun 25, 2018 to Aug 31, 2018 - Teachers Administrators

Status history



NOT STARTED May 21, 2018
Evidence
Professional Development log

NOT STARTED Teachers will create accountable talk action plan and rubric to monitor use of strategy in classrooms."
Sep 10, 2018 to Jun 14, 2019 - Teachers

Status history



NOT STARTED May 21, 2018
Evidence
Rubrics

NOT STARTED Teachers will use DOK chart to ensure DOK questions level 3&4 are evident in student discourse and in weekly lesson plans."
Sep 10, 2018 to Jun 14, 2019 - Teachers

Status history



NOT STARTED May 21, 2018
Evidence
DOK questions Lesson plans

NOT STARTED Teachers will use question stems cards to train students on how to engage in accountable talk."
Sep 10, 2018 to Jun 14, 2019 - Teachers

Status history



NOT STARTED May 21, 2018
Evidence
Classroom observations

Strategy 4

NOT STARTED ILT will research and select a leadership model."
Aug 24, 2018 to Sep 21, 2018 - ILT

Status history



NOT STARTED May 21, 2018
Evidence
Meeting agendas

NOT STARTED ILT and Administrators will select a book to have a professional book read around leadership."

Aug 20, 2018 to Sep 14, 2018 - ILT Administrators

Status history



NOT STARTED May 21, 2018
Evidence Meetings

NOT STARTED Teacher Teams will lead a discussion centered around a certain chapter in the book."

Nov 05, 2018 to Jan 25, 2019 - Teachers Administrators

Status history



NOT STARTED May 21, 2018
Evidence Team meetings

NOT STARTED Administration and ILT will create protocols and process to ensure other teachers begin to be instructional leaders."

Sep 14, 2018 to Jun 14, 2019 - ILT Administrators

Status history



NOT STARTED May 21, 2018
Evidence Meetings Agendas Protocols

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

ESSA Program

ESSA Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy

Complete

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

Monthly parent meetings will occur to provide information to parents to plan dates and activities and to allow parents to review parent involvement plan and policy. We will have quarterly meetings to discuss curriculum and instruction and our plans to prepare students for college readiness.

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 and organizational meeting will be held on December 6, 2018. Monthly meetings will occur throughout the school year during the school day and after school/evening meetings.

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.

We will have several Open House sessions for new families. Information will be given to parents at Open house in September and sent home with students who did not have family members attend Open House. Additionally, we post assessment information on our web page which includes an explanation of what assessments our students take and how the results are used. We continue to increase our use of electronic communication with parents. We will communicate information via e-mail robo calls to our parents.

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.

PARCC Parent reports will be distributed as soon as they are received. NWEA Student Progress Report will be sent to parents along with Student Goal Setting Worksheet after each assessment window.

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.

A letter will be sent home when a child has been assigned to or taught by a teacher who is not highly qualified. In addition, a letter will be sent home through students detailing the same information.

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.

Till will have several trainings throughout the school year on how to use the CPS parent portal. Teachers will also create and share individualized learning plan and all formative and summative assessments for students so parents can understand the states academic content standards and achievement standards. Parents will be encouraged to visit teachers before the beginning of class, during preparation periods, and by appointment to address and questions and concerns they may have. Teachers and staff will discuss student academic progress during grade level meetings and after school during bi-monthly leadership meetings. Parent Report Card pick up, conferences and monthly family nights are other opportunities for parents of monitor their child's progress and work with educators.

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.

The PAC president, vice president, LSC members and administration will plan workshops for families to increase parental involvement. Parents will participate in the school learning walks, leadership meetings, and CIWP committee meetings to become more knowledgeable about instruction, teaching, and the impact it has on students.

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 importance of parental involvement will be included in our opening professional development sessions in August. We will continue the conversation throughout the school year in staff meetings. Teachers will be required to maintain a parent communication log as evidence of routine communication with families. Use of the log will be monitored by Administrators.

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 administration will promote parent initiatives and continue to support the early childhood department.

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.

We will distribute monthly calendars with information on school and parent programs, activities and community opportunities for students and their families. We will post meeting information on our website and use robo-calls to contact families 1-2 days prior to the event.

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.)

Emmett Louis Till Math and Science Academy will strive to meet the academic, social and emotional needs of all students including special needs. Furthermore, we will integrate technology throughout all content areas by providing: quality educational experiences, professional development opportunities and community resources that foster a sense of community whereby parents are involved and committed to participating in their child's educational process

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.

Till will hold two parent- teacher report card pick-up dates as mandated by the district. Parents and teachers may request more conferences as needed throughout the year.

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

The school will provide parents with progress reports durig the year (i.e 5th, 15th, 25, and 35th week of the year). In addition, report cards (10th, 20th, 30th and 40th week) will be given out. Conferences may be requested by parents and teachers as needed throughout the year.

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

Since the start of the school day/classroom instruction coincides with the start of the teacher day, parents are encouraged to meet with teachers by appointment before 8:10am. Teachers and staff are also available during preparatory periods and after school by appointment.

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 looking to volunteer may complete a parent volunteer packet. Once the parent has been cleared by safety and security and training is convened by administration, several opportunities exist for parents to become active (Parent Patrol, hall monitors, classroom support, recess/lunch aides and school monitors).

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

Parents will support their children's learning by attending workshops given throughout the year detailing the learning which takes place. In addition, parents are encouraged to attend family nights (one every month) to learn more about the curriculum and content their child works with.

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 will participate in decisions relating to the education of their child, by attending monthly LSC, PAC and PTA meetings. Parents will participate in the creation of the individualized learning plan for their student.

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 share the responsibility for improved academic achievement by maintaining good grades, participating in extra-curricular activities, being present in school daily, and being a model citizen. All students will be involved in academic goal setting. Every teacher is expected to confer with every student and set academic and attendance goals for the school year. Progress in those goals must be monitored every 5 weeks.

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.

We will provide a variety of opportunities for parents to learn about how to impact student achievement through our monthly PAC meetings.

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

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 0 .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 301790 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 150 .00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ 0 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ 0 .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.	\$ 0 .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.	\$ 0 .00
<p>53510</p>	Postage Must be used for parent and family engagement programs only.	\$ 0 .00
53306	Software Must be educational and for parent use only.	\$ 0 .00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$ 0 .00