2018-2020 plan summary

Team

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Jeffery White	Principal	jwhite67@cps.edu	No Access

Team meetings

Date	Participants	Topic
04/05/2018	Instructional Leadership Team Members	Goals and Strategies
04/09/2018	Primary Teachers	Goals and Strategies
04/11/2018	Intermediate Teachers	Goals and Strategies
04/12/2018	Middle Grades Teachers	Goals and Strategies.

School Excellence Framework

Culture of & Structure for Continuous Improvement 4 of 4 complete

Leadership & Collective Responsibility:

Score

1 2 **3** 4

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.

There is clear high expectations for both teachers and students as documented in the 5 essentials survey. Through Parent Advisory Council and Local School Council meetings, school administration informs and motivates towards clear and established goals.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

Score

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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.

ILT meets but still principal directed. There is a plan in place to move towards a more teacher-directed structure.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ ILT Effectiveness Rubric Score ✓ 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	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Evaluation of MTSS
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING
✓ Instructional Leadership Team Planning Tools
✓ PLC and Mentoring Coaching Resources

Professional Learning:

Score

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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.

Professional learning is evident in K-2 during shared weekly PLC meeting times. Teachers have also been given the opportunity to observe classrooms in other schools while implementing guided reading and small group instruction. Network 9 has also provided professional development opportunities.

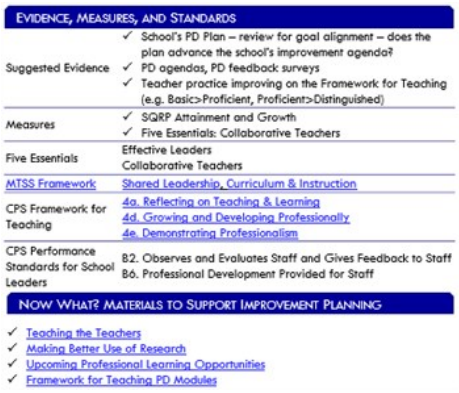
Guide for Professional Learning

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

- Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
- Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.

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

Evidence, Measures, and Standards



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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING
✓ Teaching the Teachers
✓ Making Better Use of Research
✓ Upcoming Professional Learning Opportunities
✓ Framework for Teaching PD Modules

Aligned Resources:

Score

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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.

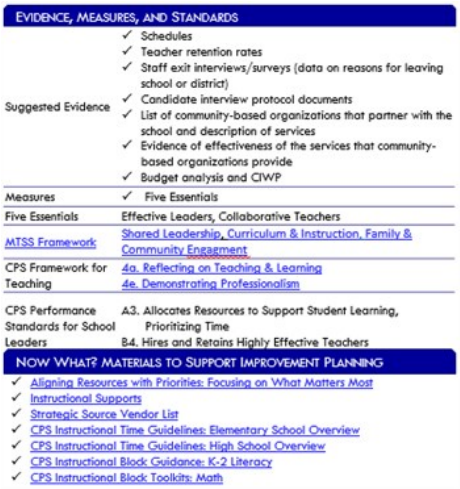
In K-2, teachers were allowed to attend guided reading professional development during school hours which in turn provided additional resources for the classroom. Additional personnel have been provided to grant necessary services for those students requiring academic and behavior support. Wells was also sure to renew their contract with the AARP Experience Corps to provide tutors for students in phonics and reading. The Second Step SES program has also been enforced this school year.

Guide for Aligned Resources

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

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

Evidence, Measures, and Standards



EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district) ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagment
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING
✓ Aligning Resources with Priorities: Focusing on What Matters Most
✓ Instructional Supports
✓ Strategic Source Vendor List
✓ CPS Instructional Time Guidelines: Elementary School Overview
✓ CPS Instructional Time Guidelines: High School Overview
✓ CPS Instructional Block Guidance: K-2 Literacy
✓ CPS Instructional Block Toolkits: Math

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Score

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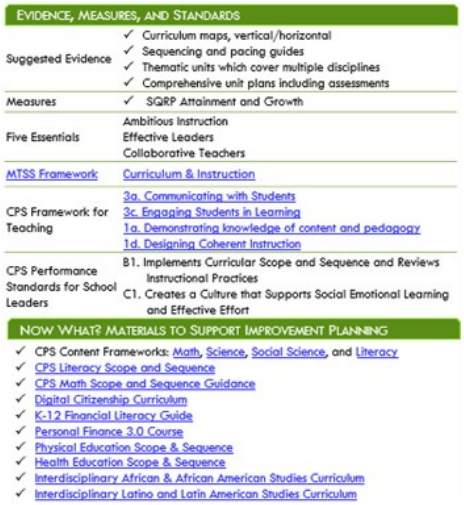
The international baccalaureate program at Wells is a concept-based curriculum that promotes learning outside of the classroom. The service learning component of the International baccalaureate program provides opportunities for all students to engage with a rigorous curriculum in a way culminates in corrective action in the community.

Guide for Curriculum

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

English learners, to ensure meaningful access to content, regardless of English language proficiency.
        - Understand research and implement programs to develop native language literacy for English learners.
    - Advanced learners to extend core knowledge and skills.
- **Integrate academic and social emotional learning.**
- **Connection to real world, authentic application of learning. For example,**
    - Provide opportunities for meaningful project-based learning.
    - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
    - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
    - Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards



EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ 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
✓ CPS Content Frameworks: Math, Science, Social Science, and Literacy
✓ CPS Literacy Scope and Sequence
✓ CPS Math Scope and Sequence Guidance
✓ Digital Citizenship Curriculum
✓ K-12 Financial Literacy Guide
✓ Personal Finance 3.0 Course
✓ Physical Education Scope & Sequence
✓ Health Education Scope & Sequence
✓ Interdisciplinary African & African American Studies Curriculum
✓ Interdisciplinary Latino and Latin American Studies Curriculum

Instructional Materials:

Score

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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)

Every classroom is equipped with Promethean Boards for daily instruction. In K-2 all classrooms also have all of the learning components, including the online technology, to utilize Reading Street and envision math 2.0 as core texts for instruction based on the needs of the students. Each class has access to ipads and a subscription to ixl math to further learning and application.

Guide for Instructional Materials

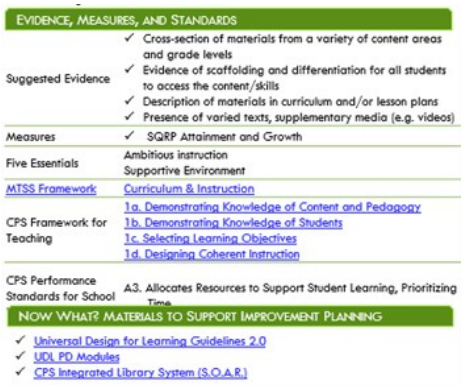
Instructional materials (including technology) are…..

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

- Students understand that materials are a means to acquire language, knowledge, and competencies.
- Technology enhances students' higher order, creative thinking and problem solving.
- Materials connect subject area content to real life applications.

- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
  - Students make choices about instructional materials as part of learning.
  - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
  - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards



EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School	A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Universal Design for Learning Guidelines 2.0 ✓ UDL PD Modules ✓ CPS Integrated Library System (S.O.A.R.)	

Rigorous Student Tasks:

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

Score

1 **2** 3 4

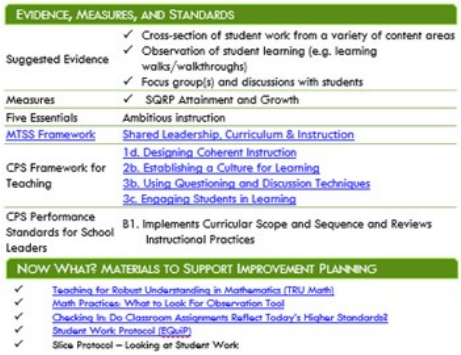
As per K-2, the school examines student work through the Math Error Analysis twice a week, where students are able to identify and discuss the problem, then correct the detected errors. Math talks are also a daily staple in the math block. Students also work collaboratively to complete problems. Upon completing the problems, the groups present their answers and the rest of the class analyzes and critiques their work. This is also evident through the presence of administration in the classrooms, inquiring with students to check for understanding of classroom learning.

Guide for Rigorous Student Tasks

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

- Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards



EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING
✓ Teaching for Robust Understanding in Mathematics (TRU Math)
✓ Math Practices: What to Look For Observation Tool
✓ Checking In: Do Classroom Assignments Reflect Today's Higher Standards?
✓ Student Work Protocol (EQuIP)
✓ Slice Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

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

Score

1 2 **3** 4

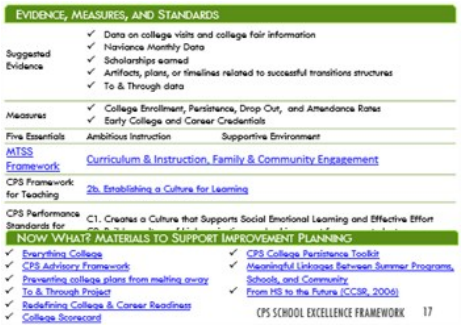
Wells Prep benefited from the "Success Project" coordinated by University of Chicago. Wells middle school students went through the rigors of weekly goal setting, calculating GPA, keeping and updating weekly planners, checking grades weekly, and self monitoring towards meeting the requirements of a chosen high school. In addition, some of our eight graders are taking Algebra 1 in Philips High School, not to mention the weekly college sweatshirts on Fridays to motivate and keep the focus on college.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - Monitor the progress of English learners after transition from services.
  - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, CTE recruitment fairs, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
  - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
    - Use student data and best practices research to develop focused programs.
      - Expand access beyond students who are struggling academically.
      - Provide school counseling and postsecondary advising transition support and follow-up during "Summer Melt" and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
  - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals. Expose students to CTE Pathways around career options
  - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
  - Start the conversation about college in primary grades.
  - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
  - Provide access to 8th Grade Algebra to all eligible 8th grade students.
  - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
  - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
  - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
  - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
  - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones

completion that culminates in a concrete postsecondary plan.
    - Provide opportunities for Dual Credit/Dual Enrollment
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
    - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
    - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
    - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
    - Applying to multiple colleges—generally three or more.
    - Navigating financial aid and capitalizing on grant and scholarship opportunities.
    - Equipping students and families with persistence strategies. (College Persistence Toolkit)
    - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards



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

Wells have a mix of experienced teachers that have finely honed instructional skills and new teachers that are productively struggling to move achievement data. Based on instructional walk-through and classroom observations, most teachers understand the DOK levels of questioning but incorporating DOK 3 & 4 questions has not been seamless and on auto-pilot yet.

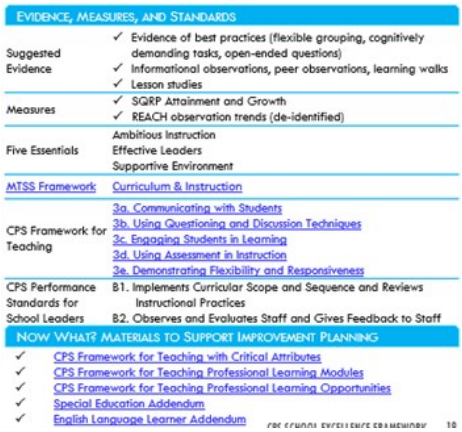
Guide for Instruction

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

- Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
- Provide targeted supports to individual students or groups of students based on their identified needs.
- Provide instruction designed to develop language domains for English learners.

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

Evidence, Measures, and Standards



EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	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	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

- ✓ CPS Framework for Teaching with Critical Attributes
- ✓ CPS Framework for Teaching Professional Learning Modules
- ✓ CPS Framework for Teaching Professional Learning Opportunities
- ✓ Special Education Addendum
- ✓ English Language Learner Addendum

Balanced Assessment & Grading:

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

Score

1 **2** 3 4

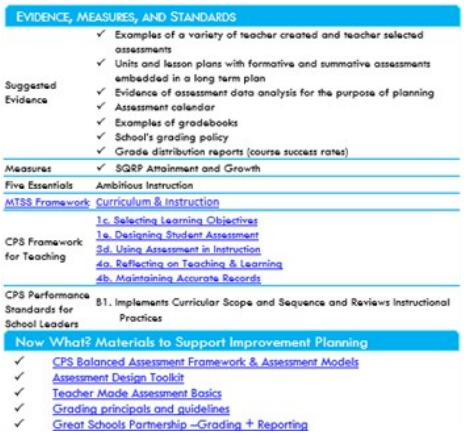
Throughout the year we use N.W.E.A data, PARCC results and teacher created informal and formal assessments.The resources we use are resources for differentiated instruction, pull out services, and technology. WE differentiate instruction my placing students in groups according to DeCartes NWEA results. All faculty members use technology to enhance their Math and Reading skills connected to to the Common Core Standards.

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS* and *Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of** universal design **and use of accommodations and, where needed, modifications.**
  - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
  - Work together on building common assessments within a department, course, or grade level team.
  - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit.
  - Use common protocols and calibrate on scoring and grading in teacher teams.
  - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.

- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
  - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
  - Measure, report, and document student progress and proficiency:
    - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
    - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
  - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
  - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards



EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Now What? Materials to Support Improvement Planning

- ✓ CPS Balanced Assessment Framework & Assessment Models
- ✓ Assessment Design Toolkit
- ✓ Teacher Made Assessment Basics
- ✓ Grading principals and guidelines
- ✓ Great Schools Partnership –Grading + Reporting

Multi-Tiered System of Supports:

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

Score

1 2 **3** 4

The school wide approach to a Muti-Tiered System includes but is not limited to Second-Step, Calm Classroom, Peace Circles, After School Remediation, Fix-it-Fridays and "Lunch Bunch" with the teacher. Second-Step, Calm Classroom and Peace Circles are Social Emotional intervention programs that teaches a variety of conflict resolution. Additional support is provided through an external partnership with Bright star outreach C.O.G.I.C. Fix-it-Fridays are days in which students have an opportunity to improve their grades by re-taking assignments that are lower than a "C"average. In addition, Fridays are days in which students are celebrated for meeting their weekly attendance goals of 95%.

Guide for Multi-Tiered System of Supports

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.
  - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
  - Classrooms are student-centered with student agency.
  - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
  - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
  - Monitor students requiring and receiving targeted and intensive instruction/interventions.
  - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.

- Determine appropriate interventions for students or groups of students not making adequate progress.
- Use progress monitoring data to track effectiveness of interventions and student response to intervention.

- **TIER 2 & 3 – Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 **3** 4

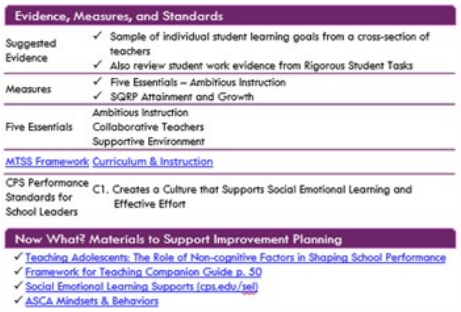
Academic expectation at Wells is very high. One consistent data point from the five essential survey from the past three years is that students think that academic demand and expectation are very high. There is that constant push and drive for high academic achievement, which translates into an atmosphere and culture of hard work and perseverance in the classrooms.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
  - Use strategies to reinforce and cultivate student curiosity.
  - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
  - Consistently communicate the expectation that all students can achieve at high levels.
  - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
  - Clearly display school-wide expectations for academic and personal success throughout the building.
  - Set high expectations according to grade-appropriate learning objectives.
  - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.

    - Recognize high levels of student achievement. All students receive recognition.
    - Encourage student resilience and hard work.
    - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
    - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
    - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
    - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
    - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
    - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
    - Employ strategies including ongoing monitoring and support of students' academic behaviors.
    - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards



Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Now What? Materials to Support Improvement Planning

- ✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance
- ✓ Framework for Teaching Companion Guide p. 50
- ✓ Social Emotional Learning Supports (cps.edu/sel)
- ✓ ASCA Mindsets & Behaviors

Relational Trust:

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

Score

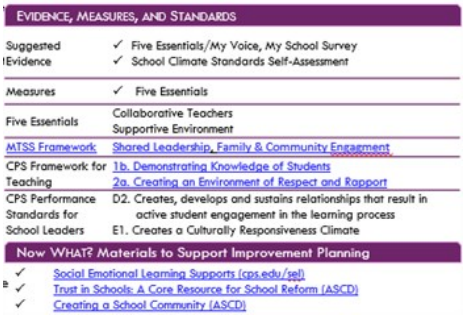
1 **2** 3 4

Based on the five essentials survey of 2017, trust among stakeholders (especially amongst teachers) is a working progress. Weekly grade=level meetings, monthly ILT meetings, staff-directed social celebrations are various ways that promote better rapport and trust among teachers. Wells administration has drastically reduced its suspension rate, and through second step has added social and emotional learning in its curriculum.

Guide for Relational Trust

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

Evidence, Measures, and Standards



EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
MTSS Framework	Shared Leadership, Family & Community Engagment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

Now WHAT? Materials to Support Improvement Planning

- ✓ Social Emotional Learning Supports (cps.edu/sel)
- ✓ Trust in Schools: A Core Resource for School Reform (ASCD)
- ✓ Creating a School Community (ASCD)

Student Voice, Engagement, & Civic Life:

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

Score

1 2 **3** 4

With IB programming, second step, after-school programs, high school algebra, garden club, etc, students are exposed to a wide range of experiences that educate the whole child.

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

Safety & Order:

Score

1 **2** 3 4

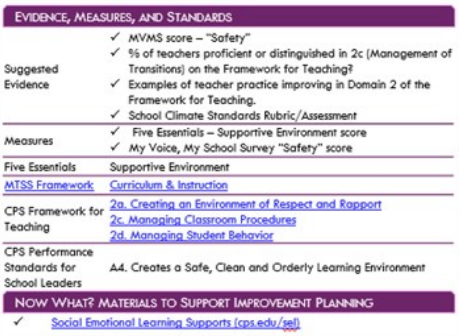
The school is characterized by high levels of safety and order. Students feel physically and emotionally safe from harm, and adults work to actively maintain a safe, orderly school environment.

Based on the five essentials survey of 2017, Wells received a "partially organized" rating. The school environment is orderly and safe but students noted on the survey that they sometimes feel unsafe walking to and from school.

Guide for Safety & Order

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

Evidence, Measures, and Standards



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

Restorative Approaches to Discipline:

Score

1 2 **3** 4

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring

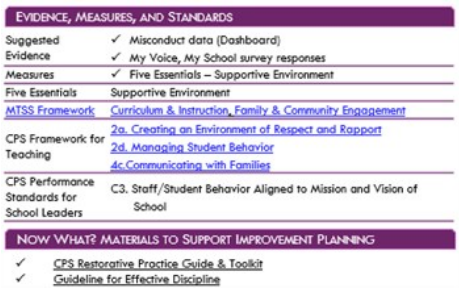
about a more restorative culture. The school is also characterized by strong and consistent school and classroom climates. The school reinforces positive behaviors and responds to misbehaviors in calm, respectful, and thoughtful ways, teaching students important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning. When misbehavior occurs, the school seeks to understand the underlying reasons (root cause) in order to design a response that effectively changes student behavior using a menu of instructive, corrective and restorative responses.

Wells has drastically reduced its suspension rate this school year. The school approach to behavior management has moved towards being pro-active and restorative. School administration spends a great deal of time parent-conferencing and resolving on-going conflicts. The Second Step curriculum and strategic use of personnel in the building have helped the transition to a more restorative approach.

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards



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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING
✓ CPS Restorative Practice Guide & Toolkit
✓ Guideline for Effective Discipline

Parent and Family Partnership:

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

Score

1 **2** 3 4

Parent involvement at Wells has slowed down over the past two years. There are parent volunteers that constantly support programming at Wells at all levels.Parent advisory council and local school council functions were very effective in the past, but has lacked consistency lately. However, consistent and structured parent partnership is on the rise due to recent changes in leadership.

Guide for Parent and Family Partnership

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of communication methods and content ✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc. ✓ Outreach efforts ✓ Documentation of responsiveness to Parent Support Center concerns raised ✓ Event agendas, flyers ✓ Fundraising activities and amounts (if applicable) ✓ How does the school honor and reflect the diversity of families including language and culture?
Measures	✓ Five Essentials Score – Involved Families ✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
Five Essentials	Involved Families
MTSS Framework	Family & Community Engagement
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING
✓ Parent Support Centers
✓ Parent University
✓ Parent Portal

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus
2	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 ⊘
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 **5** ⊘

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

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					
When looking at our schools trend through data, we made significant improvement due to balanced literacy instruction, walking reading and a teacher looping with students. Teachers acquired materials that made reading highly engaging to keeps students interested.The reading block was increased by 30 minutes, from 60 to 90 uninterrupted minutes. Each reading teacher teaches Social Studies as well in order to improve the students ability to synthesis non fiction text.	52.00	85.00	87.00	90.00	90.00
National School Growth Percentile - Math					
Their is a significant need for improvement in mathematics. 6th grade mathematics will be improved because the students will receive instruction from a certified teacher the entire school year, vs the lack of a teacher position last school year. Per the most recent standardized test data, students are being re mediated for according to the their weakness. We will be implementing small group instruction, and computer programs as well as pull out and after school remediation to address the deficiencies in mathematics.	52.00	35.00	53.24	58.56	64.41
% of Students Meeting/Exceeding National Ave Growth Norms					

According to the N.W.E.A. our math scores dropped in our school. Our growth is attributed to our overall, consequently we are maintaining our reading growth through the balanced literacy approach, changed our math curriculum and the math schedule in 4th and 5th grades.	53.10	55.30	66.79	73.46	80.80

African-American Growth Percentile - Reading

As previously stated "When looking at our schools trend through data we made significant improvement due to balanced literacy instruction, walking reading and teachers looping with students. Teachers acquired materials that made reading highly engaging to keeps students interested.The reading block was increased by 30 minutes, from 60 to 90 uninterrupted minutes. Each reading teacher teaches Social Studies as well in order to improve the students ability to synthesis non fiction text".	54.00	86.00	87.00	90.00	90.00

Hispanic Growth Percentile - Reading

No metric exist for this group in SQRP	*(Blank)*	*(Blank)*	0.00	0.00	0.00

English Learner Growth Percentile - Reading

No metric exist for this group in SQRP	*(Blank)*	*(Blank)*	0.00	0.00	0.00

Diverse Learner Growth Percentile - Reading

No metric exist for this group in SQRP	*(Blank)*	*(Blank)*	0.00	0.00	0.00

African-American Growth Percentile - Math

As previously stated "Their is a significant need for improvement in mathematics. 6th grade mathematics will be improved because the students will receive instruction from a certified teacher the entire school year, vs the lack of a teacher position last school year. Per the most recent standardized test data, students are being re mediated for according to the their weakness. We will be implementing small group instruction, and computer programs as well as pull out and after school remediation to address the deficiencies in mathematics".	52.00	37.00	53.24	58.56	64.41

Hispanic Growth Percentile - Math

No metric exist for this group in SQRP	*(Blank)*	*(Blank)*	0.00	0.00	0.00

English Learner Growth Percentile - Math

No metric exist for this group in SQRP	*(Blank)*	*(Blank)*	0.00	0.00	0.00

Diverse Learner Growth Percentile - Math

No metric exist for this group in SQRP	*(Blank)*	*(Blank)*	0.00	0.00	0.00

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

In order to continue our improvement in reading we implemented Guided Reading, after-school and intervention periods so that all students can succeed.	43.00	55.00	60.50	66.00	70.00

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

In order to improve our Math percentile we expanded our partnership with Ada S. McKinley in order to recruit tutors for intervention and enrichment groups.	40.00	36.00	48.40	53.24	58.56

National School Attainment Percentile - Reading (Grade 2)

In order to continue our improvement in reading we implemented Guided Reading, after-school and intervention periods so that all students can succeed. We continued our partnership with Experience Corps to provide remediation to our students two days a week.	41.00	52.00	57.20	62.00	68.00

National School Attainment Percentile - Math (Grade 2)

In addition to using Envision Math as a core resource, we have made targeted small group instruction as an essential and inextricable part of our overall instructional outlook.	24.00	20.00	38.72	42.59	46.84

% of Students Making Sufficient Annual Progress on ACCESS

No metric exist for this group in SQRP	*(Blank)*	*(Blank)*	0.00	0.00	0.00

Average Daily Attendance Rate

Attendance improved because of home visits, teachers calling home and incentives. We will have more incentives, weekly classroom competitions as well as jean day.	94.00	94.30	95.00	95.50	96.00

My Voice, My School 5 Essentials Survey

The goal here is to at least get back to being moderately organized. Time for teacher collaboration has been intentionally built into the schedule to help improve the trust among teachers. Teacher committees for socials and other rapport building activities have been created as well.	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*

Custom metrics

6 of 6 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
OSS per 100 (all students)					
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. The goal is to reduce this metric by at least 7% annually for SY18-20.	28.91	5.59	5.70	5.30	4.93
OSS per 100 (Diverse Learners students only)					
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. The goal is to reduce this metric by at least 14% annually for SY18-20.	49.34	23.00	23.92	18.90	14.93
OSS per 100 (African American students only)					

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. The goal is to reduce this metric by at least 7% annually for SY18-20.	29.48	5.70	5.81	5.41	5.03
% of Group 3 Misconducts Routed to OSS					
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. The goal is reduce this metric by at least 80% annually for SY18-20.	11.11	50.00	52.00	10.40	4.16
Serious Misconducts (Group 4-6) per 100					
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. The goal is to reduce this metric by at least 10% annually for SY18-20.	29.43	5.86	6.45	5.80	5.22
3-8 On Track					
To ensure students are prepared to succeed in high school, Network 9's goal is for each elementary school to increase their 3-8 On Track Rate 30% to the 2020 SY.	54.70	61.17	67.20	74.00	80.00

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
If we daily implement balanced math instruction in all K-8 classrooms - anchored on daily effective math talks,explicit teaching, flexible small group instruction based on NWEA data, pre-unit and post-unit MARS tasks, error analysis, and purposeful use of DOK level 3 & 4 questions.	Instruction will be aligned to Common Core standards, and students know what to expect everyday. We will see short and effective math lessons that are informed by analysis of student work, as well as individualized instruction based teacher formal and informal assessment data and NWEA data.	National school growth and attainment percentile in Math will increase to 64.41 and 58.56 respectively over the next three years. Percentage of students meeting or exceeding national average growth norm will increase to at least 55.3 in the next three years as well.

Tags:
Instruction, Academic rigor, Academic growth, Guided math

Area(s) of focus:
1, 4, 5

Action step	Responsible	Timeframe	Status
Update existing teacher checklist to help monitor common practices and non-negotiables	Mr. White Dr. Izuegbu	Jul 1, 2018 to Jul 1, 2020	On-Track

Math talks, Small group instruction, Balanced math, Nwea data, Nwea growth, Checklist

Collaborate with Network 9 ISL to model and review expectations around math talks, error analysis, MARS tasks, small group instruction, and grading practices at the beginning of each school year.	Mr. White Dr. Izuegbu Network ISL	Sep 14, 2018 to Sep 14, 2018	Not started

Math talks, Analysis of data, progress monitoring, rit instruction, small group instruction, Gradebook monitoring, Grade book, Grade book audit

Develop a schedule for walking math in grades K-8	Mr. White Dr. Izuegbu Teacher Teams	Aug 27, 2018 to Sep 14, 2018	Not started

Schedule, Walking math

Quarterly internal learning walks by ILT and grade level teams to monitor small group instruction in all K-8 classrooms	Instructional Leadership Team	Sep 17, 2018 to Jun 12, 2020	Not started

ILT, Learning walk, Grade level teams

Bi-weekly monitor grade book and review grading practices in the classroom in conjunction with On-track data.	Instructional leadership team	Sep 10, 2018 to Jun 12, 2020	Not started

Gradebook, Grading practices, On track data

Develop and implement common grade-level unit plans, curriculum maps, and assessments	Mr. White Dr. Izuegbu Teachers	Aug 27, 2018 to Jun 12, 2020	Not started

Curriculum maps, Unit plans, Common grade level assessment

Strategy 2

If we do...	...then we see...	...which leads to...
If we daily implement balanced literacy instruction in all K-8 classrooms - anchored on guided reading with flexible grouping (based on TRC/Dibels, NWEA,and teacher informal and formal assessments data), phonics, vocabulary study, explicit teaching,and writing workshop.	Instruction will be aligned to Common Core standards, and students know what to expect everyday. In addition, we will see walking reading and effective (planned and structured) guided reading instruction that is anchored on analysis of student work and teacher assessment notes.	National school growth and attainment percentile in Reading will increase to 90.00 and 70.00 respectively over the next three years. Percentage of students meeting or exceeding national average growth norm will increase to at least 80.80 in the next three years as well.

Tags:
Assessment, Differentatied instruction, Balanced literacy, Guided reading, Vocabulary, Phonics, Writing workshop, Academic growth

Area(s) of focus:
1, 4, 5

Action step	Responsible	Timeframe	Status
Collaborate with Network 9 ISL to model and review guided reading expectations at the beginning of each school year.	Mr. White Dr. Izuegbu Network ISL	Aug 27, 2018 to Jun 12, 2020	On-Track

Guided reading, Expectations for depth & breadth of quality teaching: balanced assessment & grading, Monitoring tools

Develop a schedule for the implementation of walking reading in grades K-2	Mr. White Dr. Izuegbu Teacher Teams	Aug 27, 2018 to Sep 14, 2018	Not started

Schedule, Walking reading

Weekly monitor guided reading with network 9 guided reading monitoring tool	Mr. White Dr. Izuegbu	Sep 10, 2018 to Jun 12, 2020	On-Track

Guided reading, Monitoring tools

Plan and implement Saturday School Remediation Program for students in grades 2-8	Mr. White Dr. Izuegbu Tony Rosetta	Mar 4, 2019 to May 29, 2020	Not started

Remediation, Interventions and supports, Saturday programs

Hire and train post graduate tutors to offer needed intervention in grades 3-8	Dr. Izuegbu	Oct 1, 2018 to Jun 5, 2020	Not started

Tutoring, Remediation, Interventions and supports

Strategy 3

If we do...	...then we see...	...which leads to...
Foster positive relationships among students through daily Implementation of second step an d calm classroom in all grades K-8 classrooms, and also weekly implementation of restorative practices (peer jury and talk circles) for grades 3-8 students.	Students manage their emotional and social lives better, develop interpersonal skills, coping mechanisms, decision-making skills, and problem-solving skills. Improved emotional and social lives will lead to improved self esteem, which in turn sets students on the path of social success and academic readiness, and improved productivity. Overall, there is an increased sense of safety and community among students. Relationships and attitudes among students are better and they are excited to come to school.	Attendance rate increases and suspension rate decreases. School's rating in the five essentials survey will improve.

Tags:
Behavior intervention, Behavior incentive, Attendance goals, 2nd step

Area(s) of focus:
2, 3

Action step	Responsible	Timeframe	Status
Refresher training in second step for grades k - 8 teachers, and restorative practices (peer jury, and talk circles) for all grades 3-8 teachers.	Counselor Teachers	Aug 27, 2018 to Jun 19, 2020	On-Track

Peace circles, Peer jury, Social emotional learning, Restorative practices

Allow at least 40 minutes weekly in K-8 schedule for second step instruction	Dr. Izuegbu	Aug 27, 2018 to Sep 7, 2018	On-Track

SEL, Schedule, Second step

Recruit and train student (grades 3-5) jurors	Counselor	Sep 4, 2018 to Sep 13, 2019	Not started

Recruiting, Training, Juro

Develop a schedule for weekly implementation of peer jury and talk circle in grades 3-5	Counselor	Aug 27, 2018 to Sep 13, 2019	Not started

Scheduling, Peace circles, Peer jury

Recruit an attendance team to develop an attendance plan and coordinate daily, weekly, monthly, and quarterly implementation of attendance incentives and other strategic programs and policies to help improve attendance rate	Mr. White Dr. Izuegbu	Aug 27, 2018 to Sep 6, 2019	On-Track

Attendance plan, Attendance incentives, Attendance team

Action Plan

Strategy 1

ON-TRACK Update existing teacher checklist to help monitor common practices and non-negotiables"

Jul 01, 2018 to Jul 01, 2020 - Mr. White Dr. Izuegbu

Status history

ON-TRACK May 17, 2018
Evidence
2018 teacher checklist

NOT STARTED
Collaborate with Network 9 ISL to model and review expectations around math talks, error analysis, MARS tasks, small group instruction, and grading practices at the beginning of each school year."

Sep 14, 2018 to Sep 14, 2018 - Mr. White Dr. Izuegbu Network ISL

Status history

NOT STARTED May 17, 2018
Evidence

NOT STARTED Develop a schedule for walking math in grades K-8"

Aug 27, 2018 to Sep 14, 2018 - Mr. White Dr. Izuegbu Teacher Teams

Status history

NOT STARTED May 17, 2018
Evidence

NOT STARTED Quarterly internal learning walks by ILT and grade level teams to monitor small group instruction in all K-8 classrooms"

Sep 17, 2018 to Jun 12, 2020 - Instructional Leadership Team

Status history

May 17

NOT STARTED May 17, 2018
Evidence

NOT STARTED Bi-weekly monitor grade book and review grading practices in the classroom in conjunction with On-track data."

Sep 10, 2018 to Jun 12, 2020 - Instructional leadership team

Status history

NOT STARTED May 17, 2018
Evidence

NOT STARTED Develop and implement common grade-level unit plans, curriculum maps, and assessments"

Aug 27, 2018 to Jun 12, 2020 - Mr. White Dr. Izuegbu Teachers

Status history

NOT STARTED May 17, 2018
Evidence

Strategy 2

ON-TRACK Collaborate with Network 9 ISL to model and review guided reading expectations at the beginning of each school year."

Aug 27, 2018 to Jun 12, 2020 - Mr. White Dr. Izuegbu Network ISL

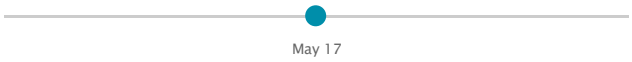
Status history

ON-TRACK May 17, 2018
Evidence
Guided reading monitoring tool

NOT STARTED Develop a schedule for the implementation of walking reading in grades K-2"

Aug 27, 2018 to Sep 14, 2018 - Mr. White Dr. Izuegbu Teacher Teams

Status history



NOT STARTED May 17, 2018
Evidence

ON-TRACK Weekly monitor guided reading with network 9 guided reading monitoring tool"

Sep 10, 2018 to Jun 12, 2020 - Mr. White Dr. Izuegbu

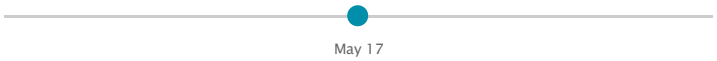
Status history

ON-TRACK May 17, 2018
Evidence
Guided reading monitoring tool

NOT STARTED Plan and implement Saturday School Remediation Program for students in grades 2-8"

Mar 04, 2019 to May 29, 2020 - Mr. White Dr. Izuegbu Tony Rosetta

Status history



NOT STARTED May 17, 2018
Evidence

NOT STARTED Hire and train post graduate tutors to offer needed intervention in grades 3-8"

Oct 01, 2018 to Jun 05, 2020 - Dr. Izuegbu

Status history

NOT STARTED May 17, 2018
Evidence

Strategy 3

ON-TRACK
Refresher training in second step for grades k - 8 teachers, and restorative practices (peer jury, and talk circles) for all grades 3-8 teachers."

Aug 27, 2018 to Jun 19, 2020 - Counselor Teachers

Status history

ON-TRACK May 17, 2018
Evidence
second step charts

ON-TRACK Allow at least 40 minutes weekly in K-8 schedule for second step instruction"

Aug 27, 2018 to Sep 07, 2018 - Dr. Izuegbu

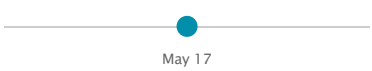
Status history

ON-TRACK May 17, 2018
Evidence
master schedule

NOT STARTED Recruit and train student (grades 3-5) jurors"

Sep 04, 2018 to Sep 13, 2019 - Counselor

Status history



NOT STARTED May 17, 2018
Evidence

NOT STARTED Develop a schedule for weekly implementation of peer jury and talk circle in grades 3-5"

Aug 27, 2018 to Sep 13, 2019 - Counselor

Status history

NOT STARTED May 17, 2018
Evidence

ON-TRACK
Recruit an attendance team to develop an attendance plan and coordinate daily, weekly, monthly, and quarterly implementation of attendance incentives and other strategic programs and policies to help improve attendance rate"

Aug 27, 2018 to Sep 06, 2019 - Mr. White Dr. Izuegbu

Status history

ON-TRACK May 17, 2018
Evidence
attendance board

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

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

ESSA Program

◉ ESSA Schoolwide Program

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

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

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

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

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new

provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy — Complete

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

Both the PAC chair and the LSC chairperson (both of which are parents) are members of the CIWP team, and that ensures parental involvement in the review of the NCLB, Title I school parental involvement plan and policy. In addition, current practice ensures that NCLB, Title I school parental involvement plan and policy appear on LSC and PAC monthly meeting agenda.

In addition the administration will work with PAC to ensue the following:
-Easier access to administration
-Friendlier more healthier office staff
-Availability of PARCC and NWEA test prep materials and updates on student progress
-PAC updates, events, and meeting times placed on school website
-Parent involvement policies and methods included in professional development curriculum
-Advanced notice of chaperone and volunteer opportunities
-Opportunities to form or be apart of the graduation ceremonies
-Implementation of New Parent Orientation
-Advanced notice or all - call regarding school testing
-Appointment of a special event coordinator

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

September 17, 2018 is the projected date for the Title I Annual Meeting and and September 30th 2016 is the Title I PAC Organizational Meeting. These are completely two different meetings and will be held at two different times. Title I PAC Organizational Meeting will be held at 9 in the morning, while Title I Annual Meeting will be held at 5 in the afternoon. In addition, current practice ensures that NCLB, Title I school programs appears on PAC monthly meeting agenda and by so doing, parents get the monthly opportunity to hear about Title I requirements and their rights to get involved.

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.

Throughout the school year, Wells Prep organizes Open House, State of the School Address, Grade-Level Parent Meetings, Parent-Teacher Conferences, and Parent Workshops - avenues to provide parents with information regarding Title I programming and explanation of curriculum, instruction, and assessment tools (NWEA, PARCC, TRC, Dibels, and IXL Reading and Math) used to monitor progress and render needed intervention.

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.

There is some form of academic report that goes out to parents every five weeks. Progress reports go out every five weeks and report cards go out every ten weeks. Also, various teachers send home weekly and periodic reports to parents. Wells Prep uses different assessment tools to monitor student progress, and these tools (NWEA, PARCC, TRC, Dibels, IXL Reading and Math) have reports associated with them which are made available to parents periodically.

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.

Right to Ask Letters (NCLB) will be sent out to parents at the beginning of the school year, and in the event that students have been assigned to a teacher who is not "highly qualified", school administration will work closely with PAC to ensure transparency in communication with parents.

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.

Throughout the school year, Wells Prep organizes Open House, State of the School Address, Grade-Level Parent Meetings, Parent-Teacher Conferences, and Parent Workshops - avenues to provide parents with information regarding Title I programming and explanation of curriculum, instruction, and assessment tools (NWEA, PARCC, TRC, Dibels, IXL Reading and Math) used to monitor progress and render needed intervention.

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.

Wells has a room (parent room) dedicated to parents and used for all parent workshops and parent programming information. Also, all pertinent information regarding parent programming will be available in the main office and on the school's website - wellsprepelementary.com. The school's technology coordinator will specifically assist with parent training in navigating parent portal, PARCC, IXL Reading and Math, and NWEA because through these enrichment/remediation programs Wells Prep is able to extend learning at home, and as such, providing parents opportunities to assist in teaching, tracking, and monitoring their children's learning.

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.

Every school year begins with professional development workshop for teachers and the entire staff. Also, there are quarterly school improvement days built into the district's school calendar - including weekly PLC's (professional learning communities) and quarterly staff meetings. The afore-mentioned professional learning opportunities will include staff development around the value and utility of contributions by parents and working with parents.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

The ILT (Instructional Leadership Team) will include a Head Start teacher, and this inclusion will ensure coordination and integration between Head Start and all parent programming.

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.

Wells has a room (parent room) dedicated to parents and used for all parent workshops and parent programming information. Also, all pertinent information regarding parent programming will be available in the main office and on the school's website - wellsprepelementary.com

Policy Implementation Activities

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

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

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

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

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

N/A

School-Parent Compact — Complete

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

The 21st Century mission of the Ida B. Wells Preparatory Academy community is to develop an educational program that will prepare our students to live and work in the new millennium. We are committed to meeting the educational and social needs of all students by providing experiences that will enable them to become productive, responsible citizens with a capacity for lifelong learning.

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

Parent-teacher conferences for the 2016-2017 school year will be held on November 2, 2016 and April 19, 2017 for the first and third quarters respectively. Also parent conferences will be scheduled throughout the year on a need-to basis.

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

Progress reports go out to parents every five weeks. Also parents receive behavior and academic progress on a daily and weekly basis through class dojo, parent portal, and electronic mails.

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

Parents will be able to contact staff via phone calls, CPS email, and Parent Portal. School main office has established protocols for parents visits, and these protocols are posted in the main office. having said that, there are opportunities for parents to meet with school administration throughout the school year. It is easy for parents to stop by the main office and request to meet with any school official. In addition, the Local School Council and the Parent Advisory Council have monthly meetings which are open to parents, and in these meetings, parents' concerns, and suggestions are addressed.

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.

Wells has processes and structures in place to consistently partner with all stakeholders which includes parents, staff, and students. Parents are encouraged to volunteer in the school cafeteria, recess, parent room, copy room, and the classrooms. There is a volunteer sign-in sheet for parents to sign in every day and volunteer badge for them to pin to their clothing while volunteering.

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

PAC and administration will identify ways key practices for supporting student learning. Parental growth opportunities will regularly be made available to assist parents in the process.The school's technology coordinator will specifically assist with parent training in navigating parent portal, PARCC, IXL Reading and Math, ST Math, Compass Learning, and Acuity because through these enrichment/remediation programs Wells Prep is able to extend learning at home, and as such, providing parents opportunities to assist in teaching, tracking, and monitoring their children's learning.

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

Pertinent decisions are taken in the Local School Council. School administration will take important decisions to the Local School Council where PAC and parent representatives will have the opportunity to weigh in.

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).

Wells Prep has a 95% attendance policy that requires students to at least have 95% attendance rate in order to participate in all field trips, graduation activities, sports, and other extra-curricular activities. In addition we have developed systems for daily, weekly, monthly, and quarterly attendance incentives for k-8 students. For sports in particular, students must be on-track in other to participate. Being on track means at least 95% attendance rate, and a C or better in both reading and math.

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.

It is the goal of Wells Prep PAC to help raise funds to support extra curricular activities at Wells. Another goal is to build parent capacity to support their children with their academic needs in that way homes become extensions of Well Prep classrooms.

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

Account(s)	Description	Allocation
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$ Amount .00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$ 530 .00

53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 390 .00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$ Amount .00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ 1400 .00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$ 200 .00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$ Amount .00
53510	**Postage** Must be used for parent and family engagement programs only.	$ Amount .00
53306	**Software** Must be educational and for parent use only.	$ Amount .00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$ Amount .00

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