



Jordan Elementary Community School (/school-plans/233) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
02/10/2016	All members	Introduction of the 2016-2018 CIWP - SEF Self-Assessment
02/17/2016	All Members	Framework ratings and Priorities
03/15/2016	All Members, but Lisa Twomey	Priorities (Gap Root Cause)
05/05/2016	All members: Electronic Feedback	Steps and Strategies

School Excellence Framework

Leadership & Collective Responsibility:

Score

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

1 2 3 4

Progress:

Current CIWP team is representative of the staff.

Committees in school assume responsibility for decision making (ILT, Climate and Culture, CIWP).

ILT has surveyed staff on professional development.

Admin has set goals to reach 2+ rating

Admin has communicated next steps - mini lessons, NWEA scores, My School My Voice survey, etc.

Next Steps:

5 Essential Survey will provide feedback for current administration and staff

PPLC Survey can inform for upcoming professional development

PPLC being formed to inform decision making

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.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
 - Build shared leadership structures and opportunities for job-embedded leadership training and development.
 - Capitalize on the leadership skills of others.
 - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
 - Master skills associated with large-scale strategic planning processes and implementation of such plans.
 - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
 - Model ambitious goals for teaching and learning for all students, including priority groups.
 - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
 - Buffer staff from external distractions to the school's priorities and goals.
 - Limit school improvement goals to a few high leverage activities.
 - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	✓ 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

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

1 2 3 4

Progress:

ILT team formed

Representative of various grade levels/content areas and is appropriate in size

Next Steps:

Meet regularly; use agendas to guide meetings

Use data to create action plan that connects to classroom practice and identifies root causes

Evaluate that action plan regularly

Do we have a PD plan? Do we have PD feedback surveys? What structures are in place to support new teachers?

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
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning
	4d. Growing and Developing Professionally
	4e. Demonstrating Professionalism
CPS Performance	A1. Assesses the Current State of School Performance and Develops a CIWP
Standards for School Leaders	A2. Implements Data Driven Decision Making and Data Driven Instruction
	B5. Supports Teacher Teams

Professional Learning:

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

Score

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Progress:

PPLC surveyed staff about PD needs/interests.

Whole staff PD during flex days

PD opportunities shared weekly in Weekly Buzz

Some teachers initiate opportunities for PD

MAP data and observations inform PD

Some nonREACH observations have been conducted with feedback given

Next Steps:

Create a protocol to enhance peer observation.

Conduct more frequent nonREACH observations to provide coaching and feedback.

Provide differentiated, more individualized PD for staff

Professional Inquiry/Learning teams for teachers/PLC

PD relevant to cultural and linguistic needs of students

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
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

Aligned Resources:

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

Score

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Instructional Time is aligned to CPS required guidelines. At the BOY administration created a time distribution schedules for all K-8 grades.

Jordan has various community partnerships: Loyola University, CPAS (CPD), Common Threads, Electric Company, Robotics, Loyola Helpers, Foundation of Music, BAM, After school support to our students at different grade levels, etc.

Next Step:

Seek for sport/health opportunities offered in and out of CPS, such as the services we already offered at Jordan with Urban Initiative and Chicago Run.

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
Measures	✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

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

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This score was given because we have implemented some of these practices consistently in our building. Over the past few years, we have worked hard to integrate literacy goals across all of the content areas and to use differentiated reading texts depending on text complexity and student. We also integrate the WIDA standards in our lesson plans and integrate social-emotional goals while teaching.

Next Steps:

Continue to ensure that our units are vertically aligned within our school so our students can build on what they have already learned in previous years.

100% of the classrooms will use CCSS language.

Observing mini-lessons and provide feedback to teachers.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
 - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **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 in addition to content standards to differentiate for English learners.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (<http://apcentral.collegeboard.com/home>), gifted (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXrY3xneDoyYjIINGl4MmY3YTlxYTgz>), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
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

Instructional Materials:

Score

Materials to present learning content and what the learner uses to demonstrate are characterized by variability and flexibility. Materials are identified and adapted to increase access to learning for all students. Materials include multimedia and embedded, just-in-time supports; varied tools and supports; alternative pathways, and varied levels of support and challenge. (adapted from UDL Guidelines 2.0)

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This score was given because we have implemented some of these practices consistently in our building. Most of our materials are aligned to curricular plans and to standards. Teachers in the building adapt materials to fit the learning needs of the students and differentiate materials and lessons when needed.

Next Steps:

Not all teachers have access to the same curriculums, trainings or technology. We also need to continue to improve our use of teaching through alternate pathways (e.g. science experiments, technology) in order to increase student engagement and performance.

Effective use of the Book Room.

Guide for Instructional Materials

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
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 Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

Score

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)

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During REACH and informal classroom observations, lesson plan reviews, and student work samples conducted there is a needed emphasis on standards based instruction.

Based on observations the alignment among the standards, lesson objective, learning task, and assessment is not consistent. Students scoring at the 70% and greater on standardized assessments have limited opportunity to engage in more rigorous instruction (walking reading, walking math, differentiation in instruction). Students are generally given the task of group leader or peer tutor for students scoring in a lower percentile.

On Reach observations, domain 3b: Questioning and discussion and domains 3c engaging students in learning are the lowest scored domain and component for the last two years.

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 ([https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20\(Short%20Version\).pdf?attredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
 - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
 - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious 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

Transitions, College & Career Access & Persistence:

Score

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

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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)

Collectively, few of the practices in transitions, college & career access & persistence are consistently evident at Jordan Community School. Jordan demonstrates most Transition practices through our ELL/Bilingual Team, Social Worker/Counselor/Case Management team, partnerships with Youth Guidance, and Administration leadership. Jordan demonstrates most of the Awareness practices through our after school programs, partnership with Junior Achievement, and School-Parent partnerships. Jordan demonstrates few of the Readiness practices—however with the anticipated teacher certification in 8th grade Algebra the school shows major growth potential. Jordan demonstrates none or few of the Success practices due to the defining components of success being more geared towards secondary schools than the realities of an elementary K-8 institution.

The counselor works with students and Parents in the high school application process.

Next Steps:

Create a before school Algebra class to out 8th graders.

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, 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 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.
- **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.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	<p>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</p> <p>C2. Builds a culture of high aspirations and achievement for every student.</p>

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

Score

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

1 **2** 3 4

Based on two years of REACH observations domain 3 (instruction) is the lowest scored domain, followed by domain 1 (planning and preparation). In particular, areas of growth identified included differentiation (flexible grouping of students, communicating with students clear instruction goals and outcomes, and having instruction that is aligned to standards and assessments with clearly defined descriptors for what students mastery looks like in the classroom. Student discourse in all subject areas was an area of needed growth.

There is no clear plan for peer observations or learning walks among teachers. Weekly grade level meeting are scheduled and being held, but data around instructional practices and outcomes are not consistently shared and discussed by peers.

Next Step:

Create protocol for peer observation

Scope and Sequence fro core subje areas.

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.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff

Multi-Tiered System of Support:

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

This score was given because some tiered supports have been implemented in SEL, however, at this time, there is not a system in place for academic MTSS. We have a tiered system in place for SEL (Tier 1- Second Step, PBIS, Tier2-3-BHT referral and support) and a team that meets regularly to discuss SEL supports. Teachers follow district guidelines for PLPs and progress monitoring for DIBLES/MCLASS/TRC. We need to develop a system for monitoring fidelity of implementation for second step and improve referral/interventions for Tier2-3 SEL. At this time, we do not have a teacher team or system in place for MTSS academics. NWEA growth scores indicate that Tier 1 instruction continues to need improvement to increase student growth. Reestablish the MTSS team.

Guide for Multi-Tiered System of Support

- **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 (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

Score

1 2 3 4

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

School follows the CPS assessment plan (NWEA, mClass Math, TRC, ACCESS, and PARCC). Last year progress monitoring in K-2 was inconsistent with DIBELS and MClass Math assessment was not done. Currently at MOY DIBELS progress monitoring and MClass math assessment has been completed, and there is a plan for progress monitoring (calendar created). Classroom teachers give weekly or bi-weekly assessments. Based on two years of REACH observation data, domain 1e Designing student assessment is an area of needed growth. Assessments were generally not A). not differentiated for groups of students B). Limited in teacher design (assessments were given as created by the publisher or unit creator C). Assessments were partially aligned to standards (an example analysis of text –students asked to summarize a passage or make text to self connections). Classroom grading is partially aligned to standardized assessments. Currently 75% of our students in grades 2-8th are receiving Cs or better in core content- (Meeting or exceeding the standards). However, in 2nd grade on NWEA Reading and Math our students scored in the 3rd percentile (attainment indicators), and our 3-8th grade (Reading in the 18th percentile) and 3-8th grade (Math in the 17th percentile). Alignment between classroom grading expectations and standardized assessments is not closely aligned.

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 (<http://www.udlcenter.org/aboutudl/udlcurriculum>) 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 (<http://www.csai-online.org/spotlight/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 (CSR).
- 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
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

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

Progress:

Climate and Culture team has created school wide expectations - these are stated as behavioral expectations but support the learning environment
 Matrix of expectations distributed to homeroom teachers and posted in most rooms
 Academic assemblies recognize student achievement (semester)
 Second Step curriculum encourages students to share misunderstandings and struggles with one another and with teachers if they require assistance
 Administration acknowledges NWEA performance at grade level meetings and during assemblies
 Informally - teachers encourage students to improve, take ownership of their work and persevere through difficulties

Next Steps:

5 Essentials survey was weak in the area of "Supportive Environment"
 5 Essentials survey was neutral in the area of "Ambitious Instruction" this ties into whether or not we are challenging students
 Develop Mission / Vision with current CIWP process - discuss how to communicate this to all stakeholders (students, parents, teachers)
 Consider the practices when organizing and planning grade level meetings and PD time

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
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

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

There is some evidence that show division in the school staff. Despite the evidence we have showing improvement in the way students interact respectfully among themselves, there still a lot of work to do. The most repeated behavioral incident is the offensive language used by students towards others. We have also witnessed comments from adults towards students.

Evidence

- Between 2013 and 2015 the average score for the Collaborative Teachers category has dropped from 57 to 37.
- Teacher trust in 2015 was scored at 19 on the MVMS. In 2013 our school had a score of 71.
- School commitment is at 48.
- Restorative justice implementation fosters a more positive and respectful interaction with students.
- Second Step has been implemented.

Next Steps

- Expand student check-in to more students.
- More team building professional development.
- Emphasize expectations for respect between everyone in the building.

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
 - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

Student Voice, Engagement, & Civic Life:

Score

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

1 2 3 4

Extracurricular offerings serve 45% of our students. MVMS survey was completed by 99% of our students last year; so far, 87% of our students has completed the survey. Student attendance is high, which is an indicator that our students want to be at school.

Evidence

- Jordan has various programs that promote the growth of students academically and socially. Programs like B.A.M. and Big Brothers, Big Sisters work through mentorship while other programs like Electric Company and Project JAM help with homework.
- MVMS student completion rate is above 70% currently.
- Discussed controversial current events like the Laquan McDonald murder.(?)

Next Steps

- Establish student government.
- Increase student involvement in the MVMS.
- Poll students for input in rewards and programs.
- Create opportunities for students to achieve high school credit for some classes.

Guide for Student Voice, Engagement, & Civic Life

Students...

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
 - Student needs, interest, and input are solicited for student programming.
 - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
 - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
 - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
 - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **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.
- **Connect to decision-makers.**
 - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
 - Students learn about issues and candidates, prepare voter education materials and get involved.
 - All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**
 - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
 - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
 - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data) ✓ Student interest surveys (and/or other avenue for student input) ✓ Policies regarding student engagement in decision making ✓ Student government or committee charter and responsibilities ✓ MVMS Student Survey completion rates and results
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 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	Social Science 3.0 Social Emotional Learning Standards

Safety & Order:

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

Score

1 2 **3** 4

2015 5Essential: Supportive Environment: Is the school safe and supportive with high expectations? The response is "Weak." Evidence shows that there has been a reduction of number of infractions resulting in referral to the office in 80% of the classrooms. 20% of classrooms display high number of misconducts ending in office referrals. In many cases, the misconducts are caused by the same students in those classrooms. Jordan school is in compliance with all mandated drills. Protocols are in place. During all drills, adults and students consistently showed proficiency in following the guidelines. There is some bullying activities going on in the intermediate grade levels. In most cases, bullying activities involve mostly words. Most transitions in the school are executed smoothly. A new short Jordan Pledge was put in action this school year. All restorative practice conversations are around the three core values of the school: Respect, responsibility and integrity. Second Step Initiative started this school year. The PBIS in each classroom enhances positive behavior, the Prow Print system is in place which is a way to recognize and celebrate exceptional behavior.

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.
- **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
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

Restorative Approaches to Discipline:

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

Score

1 2 **3** 4

This score was given because most restorative approaches are utilized in many classrooms. The Culture and Climate team works with teachers to reinforce positive student behavior, teach clear routines and procedures, and deliver clear expectations. The school utilized Second Step as a tier 1 intervention and has a Behavioral Health Team to provide tier 2 and tier 3 support. Additionally, the school receives staffing and support from Youth Guidance to increase restorative practices, such as peace circles, and restorative conversations. The school needs to work on increasing restorative practices in all classrooms for all students, improving communication about outcomes of behavioral responses, monitoring the fidelity of programming, and increasing the level of support felt by staff and students (5 essentials).

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.
 - Post and refer to clear, positively stated expectations and model expected behaviors.
 - Create routines and procedures central to the learning environment.
 - 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 continuum of responses to behavior to effectively change student behavior.**
 - Ensure classroom instruction continues when problem behavior occurs.
 - Prefer responses that do not remove students from regular instructional setting or after school activities.
 - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
 - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
 - Support teachers to engage in restorative conversations or respond to behavior incidents.
 - Provide opportunities for students to take responsibility for repairing harm caused by their actions.
 - Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.

- Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
- Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
- Designate space and consistent staff to support implementation of ISS.
- (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
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
Content Standards	Social Emotional Learning Standards

Parent Partnership:

Score

The school develops strong parent partnerships characterized by involving parents in the instructional program, messaging expectations, fostering a better connection between the school and home, and inspiring participation and high levels of collaboration with families. The school provides opportunities for families to volunteer, build its parent community, and support the school's operations through activities including but not limited to participation on parent councils (e.g. PACs, BACs and PLNs). There are high levels of communication between schools and families is mutual and two-way. Families have a way to voice concerns and schools address and respond to input.

1 2 3 4

This score was given because we have not had any events (School Bash, BAC and PAC Meetings) in which parents can participate in our building. Most teachers communicate with parents about class and individual activities and individual student's progress through phone calls, emails, notes and Facebook pages. We have sent a few flyers with information about events in both languages but only to classrooms participating in them (Assembly). We also have not integrated many parents to volunteer besides a selective group. According to the Five Essentials there is not enough data from parents. However, we need to continue to ensure that our families feel part of our community in our school.

Guide for Parent 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)
Measures	✓ How does the school honor and reflect the diversity of families including language and culture?
	✓ Five Essentials Score – Involved Families
Five Essentials	
Involved Families	
CPS Framework for Teaching	2c. Managing Classroom Procedures
CPS Performance Standards for School Leaders	4c. Communicating with Families
CPS Performance Standards for School Leaders	
D1. Engages Families	

School Excellence Framework Priorities

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

3 Expectations for Quality & Character of School Life: Restorative Approaches to Discipline

1	2	3	4	5	⊗
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3 Expectations for Quality & Character of School Life: Safety & Order

1	2	3	4	5	⊗
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Goals

Required metrics (Elementary)

18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
Even though it is a huge jump going from 13% to 50%, I have high expectations from all my students. I believe that with the implementation of Balanced Literacy across grade levels, at least half of my students should show growth, therefore, Jordan should be performing much better in this category.	45.00	13.00	50.00	55.00
National School Growth Percentile - Math				
2015-16 was the first year of the implementation of Go Math curriculum. We will provide more PD around the use of this resource and around others strategies to elevate the level of engagement. This way, the number of students meeting their target goal will be elevated.	20.00	34.00	40.00	50.00
% of Students Meeting/Exceeding National Ave Growth Norms				
This goal will be met with the implementation of instructional strategies such a balanced literacy and writing workshops. There will be periods for interventions/acceleration for reading and math across grade level.	50.30	(Blank)	30.00	40.00
African-American Growth Percentile - Reading				
All of our students, including African-American must be held under the same high academic expectations as any other group. This minority group shows the highest number of misbehaviors. As a result, they are missing valuable instructional time. This year, with the implementation of Second Step, Restorative Practices and other strategies to support the social-emotional needs of our students, we hope to have our students more focused on what is important at school: students invested in high quality instructional time in their learning environment.	40.00	5.00	40.00	45.00
Hispanic Growth Percentile - Reading				
Most Hispanic students are English learners. Students should be receiving differentiated instruction. The bilingual coordinator will monitor the progress of those students transitioning from the bilingual program to the mainstream classroom. Based on the findings, these students should be receiving academic support to meet their needs in Reading.	50.00	31.00	40.00	45.00
English Learner Growth Percentile - Reading				
To increase the percent of EL students meeting their target growth we must provide our students with English Language Development (ELD) lessons that would elevate their level of proficiency in English. Every bilingual classroom will assign a ELD period where English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts and social studies.	(Blank)	10.00	25.00	30.00
Diverse Learner Growth Percentile - Reading				
Increase teacher's capacity in differentiating instruction for students with special needs in a general education setting. Teachers also will become familiar with reading and understanding IEPs, so modifications and adaptations are followed by every teacher who is instructing students with special needs, which happens in most, if not all, classrooms.	3.00	1.00	10.00	20.00
African-American Growth Percentile - Math				

All of our students, including African-American must be held under the same high academic expectations as any other group. This minority group shows the highest number of misbehaviors. As a result, they are missing valuable instructional time. This year, with the implementation of Second Step, Restorative Practices and other strategies to support the social-emotional needs of our students, we hope to have our students more focused on what is important at school: students invested in high quality instructional time in their learning environment.	13.00	26.00	50.00	55.00
Hispanic Growth Percentile - Math				
Most Hispanic students are English learners. Students should be receiving differentiated instruction. The bilingual coordinator will monitor the progress of those students transitioning from the bilingual program to the mainstream classroom. Based on the findings, these students should be receiving academic support to meet their needs in mathematics.	28.00	40.00	50.00	55.00
English Learner Growth Percentile - Math				
To increase the percent of EL students meeting their target growth we must provide our students with English Language Development (ELD) lessons that would elevate their level of proficiency in English. Every bilingual classroom will assign a ELD period where English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics and science.	(Blank)	40.00	50.00	55.00
Diverse Learner Growth Percentile - Math				
Increase teacher's capacity in differentiating instruction for students with special needs in a general education setting. Teachers also will become familiar with reading and understanding IEPs, so modifications and adaptations are followed by every teacher who is instructing students with special needs, which happens in most, if not all, classrooms.	2.00	1.00	10.00	20.00
National School Attainment Percentile - Reading (Grades 3-8)				
The implementation of Balanced Literacy and intervention/acceleration periods across grade levels will impact the learning process of our students. This should increase the number of students meeting/exceeding grade level expectation in regards to the reading portion of the NWEA assessment.	18.00	12.00	25.00	30.00
National School Attainment Percentile - Math (Grades 3-8)				
The implementation of intervention/acceleration periods across grade levels will impact the learning process of our students. This should increase the number of students meeting/exceeding grade level expectation in regards to the math portion of the NWEA assessment.	17.00	20.00	30.00	35.00
National School Attainment Percentile - Reading (Grade 2)				
The implementation of Balanced Literacy and intervention/acceleration periods in 2nd will impact the learning process of our students. This should increase the number of students meeting/exceeding grade level expectation in regards to the reading portion of the NWEA assessment in second grade.	3.00	50.00	50.00	55.00
National School Attainment Percentile - Math (Grade 2)				
The implementation of intervention/acceleration periods in 2nd grade will impact the learning process of our students. This should increase the number of students meeting/exceeding grade level expectations in regards to the math portion of the NWEA assessment in second grade.	3.00	33.00	40.00	50.00
% of Students Making Sufficient Annual Progress on ACCESS				
ACCESS determines the English proficiency level of EL students in the areas of reading, writing, speaking and listening. EL students will be exposed to academic language in English during the ELD block, which will happen daily for 30 minutes. This should increase the annual progress made by EL students when taking the ACCESS exam.	50.00	42.70	50.00	55.00
Average Daily Attendance Rate				

If we analyze the attendance data every five weeks we can determine the students at risk (below 95%) in attendance. We will have parent conferences to explain parents the importance of being at school in a daily basis. We will also speak to parents/legal guardians during parents events about attendance and how it impacts students academic performance.

95.50

95.60

95.70

95.80

My Voice, My School 5 Essentials Survey

Create an awareness among all stakeholders about the 5 essential survey. For next school year, we will assign a grade level meeting to have all our school staff taking the survey. The technology teacher will have students to take the MVMS survey during computer class. As we did this year, we will have 2 staff members during the 3rd quarter parent-teacher conference day providing support and guidance to parents in the completion of this paper-based survey for parents.

(Blank)

(Blank)

(Blank)

(Blank)

Custom metrics

0 of 0 complete

2014-2015	2015-2016	2016-2017	2017-2018
Actual	Actual	Goal	Goal

Strategies

Strategy 1

If we do...

If we closely align classroom instruction, student learning, instructional tasks, and classroom objectives to the Common Core State standards in Literacy and Math, the Illinois State Standards in Social Studies, and to the Next Generation Science Standard in Science

...then we see...

Students engaged in learning that is both cognitively challenging and grade level appropriate

...which leads to...

a greater number of students at and above academic grade level proficiency. Our goal is to increase the number of students meeting target goals in reading to 50%, and in math to 40%. Our goal for attainment is 30% in reading and math.

Tags:

Literacy/Reading, Math, Science, Social studies, Instruction, Academic

Area(s) of focus:

2

Action step ?

Create quarterly instructional maps. Administration will coach teachers to develop the instructional maps. Teachers by grade level and subject area will design the curriculum maps at the end of each quarter during the professional development day. The quarterly maps will be based on district curriculum guidelines.

Responsible ?

Grade Level Teams
Administration

Timeframe ?

Aug 29, 2016 to
Apr 20, 2017

Evidence for status ?

Submission to the administration of instructional maps by the end of each quarter.

Status

Not started

Curriculum maps

Coach teachers on writing lesson objectives aligned to the CCSS. Objectives will be posted in each classroom for every subject. Coaching will occur during the professional development week.

Grade Level
Teacher Teams

Sep 6, 2016 to
Jun 24, 2017

Grade level meetings

Not started

Ccss, Daily objectives, Learning objectives

Implementation of authentic balanced literacy approach across grade levels. During the PD week teachers will receive professional development in the implementation of the components of the Balance Literacy: mini-lesson, guided reading, read aloud, writing workshops, peer shared writing, etc. Professional development will be facilitated by the administration team and our ISL.	Teachers/Administration and Network Support	Aug 22, 2016 to Jun 23, 2017	Classroom Observations Grade level Meetings Peer Observations	Not started
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Instructional practices, Balanced literacy

Balance Literacy PD will be reinforced in a monthly basis during grade level meetings.	Administration team and Teachers	Aug 22, 2016 to Jun 23, 2017	PD week Grade Level meetings Classroom Observations Peer Observation	Not started
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Balanced literacy, Professional learning community

Establishing a Professional Learning Community (PLC) a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students.	Teachers	Aug 15, 2016 to May 31, 2017	Monthly Meeting Reports	Not started
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Instructional practices, PLC, Instruction priorities

Strategy 2

If we do...

If we create a learning environment that places a high emphasis on both instruction and learning that is cognitively challenging for students, and that prioritize instructional time as the number one focus during the school day,

...then we see...

an increase in teachers designing instruction that is cognitively challenging and engaging for students, an increase in the amount of time students spend in the classroom engaged in learning, and an increase in students completing challenging academic tasks,

...which leads to...

a greater number of students at academic proficiency, an increase in the number of students approaching grade level proficiency, and a decrease in students out of the classroom or reporting

Tags:

Culture of learning, Instruction planning, Rigorous instruction

Area(s) of focus:

3, 2

Action step	Responsible	Timeframe	Evidence for status	Status
Provide support to staff via PD, conferences with administrators, professional learning communities to create a positive learning environment for students to learn and to grow, through the implementation of school wide programs such as Second Step and the application of the Jordan Pledge.	Administration/Teachers - Culture and Climate Team	Jul 5, 2016 to Sep 30, 2016	PD Week in August/2106	Not started

Culture, Culture and climate, School-wide culture

Individual teacher/student conferences to analyze and monitor students individual goals.	Classroom teachers	Sep 12, 2016 to Jun 9, 2017	Classroom Observation - On-going	Not started
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Academic expectations, Goal setting, Expectations and goals

Implementation of the MTSS system to provide our students with specific instructional and SEL support they need to be successful at school. Students will be identified as needing Tier 2 and Tier 3 support.	All stakeholders	Sep 26, 2016 to Jun 16, 2017	On-going GLT meetings - Once a month MTSS meeting	Behind
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MTSS, Differentiated instruction, Academic achievement, Intervention

The MTSS committee will support teachers in the implementation of the Multi Tiered Systems of Support to ensure students receive academic and emotional support in the least restrictive environment.	MTSS, teachers, administration	select	GLT MEetings	On-Track
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Strategy 3

If we do...

Establish a clear focus and high expectations for staff and students, motivating the entire school community to continue striving for success for every student, and we clearly communicated to all stakeholders,

...then we see...

A higher collaboration among all stakeholders, particularly between teachers and administration

...which leads to...

An improvement in the SQRP report to a level 2+ (2017) and level 1 (2018)

Tags:

Student success, Leadership and collective responsibility, High expectations

Area(s) of focus:

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Establishing a clear school vision and communicate it to all stakeholders.	Administration with teachers collaboration	Jul 4, 2016 to Aug 30, 2016	School Vision statement	Not started

Community schools, Vision, Mission and vision

Communicating the State of the School to all stakeholders.	Administration	Sep 12, 2016 to Jun 16, 2017	State of the School Address to the LSC/School staff and parents	Not started
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Community events, Stakeholders, State of the school

Establishing a highly functioning ILT/MTSS that helps Jordan school in the implementation of best practices at Jordan.	ILT/Administration	Sep 12, 2016 to Jun 23, 2017	ILT Meetings agendas	Not started
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Collective responsibility, Instructional leadership team, Teacher-led professional development

Establish school wide norms and initiatives 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.

Teachers/Administration/Office personnel

Sep 12, 2016 to Jun 23, 2017

Every 5-weeks meetings

Not started

Attendance, Grade system, On-track

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ Create quarterly instructional maps. Administration will coach teachers to develop the instructional maps. Teachers by grade level and subject area will design the curriculum maps at the end of each quarter during the professional development day. The quarterly maps will be based on district curriculum guidelines.</p> <p>Tags: Literacy/Reading, Math, Science, Social studies, Instruction, Academic, Curriculum maps</p>	Grade Level Teams Administration	Aug 29, 2016	Apr 20, 2017	Not started
<p>✚ Coach teachers on writing lesson objectives aligned to the CCSS. Objectives will be posted in each classroom for every subject. Coaching will occur during the professional development week.</p> <p>Tags: Literacy/Reading, Math, Science, Social studies, Instruction, Academic, Ccss, Daily objectives, Learning objectives</p>	Grade Level Teacher Teams	Sep 6, 2016	Jun 24, 2017	Not started
<p>✚ Implementation of authentic balanced literacy approach across grade levels. During the PD week teachers will receive professional development in the implementation of the components of the Balance Literacy: mini-lesson, guided reading, read aloud, writing workshops, peer shared writing, etc. Professional development will be facilitated by the administration team and our ISL.</p> <p>Tags: Literacy/Reading, Math, Science, Social studies, Instruction, Academic, Instructional practices, Balanced literacy</p>	Teachers/Administration and Network Support	Aug 22, 2016	Jun 23, 2017	Not started
<p>✚ Balance Literacy PD will be reinforced in a monthly basis during grade level meetings.</p> <p>Tags: Literacy/Reading, Math, Science, Social studies, Instruction, Academic, Balanced literacy, Professional learning community</p>	Administration team and Teacehrs	Aug 22, 2016	Jun 23, 2017	Not started
<p>✚ Establishing a Professional Learning Community (PLC) a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students.</p> <p>Tags: Literacy/Reading, Math, Science, Social studies, Instruction, Academic, Instructional practices, Plc, Instruction priorities</p>	Teachers	Aug 15, 2016	May 31, 2017	Not started
<p>✚ Provide support to staff via PD, conferences with administrators, professional learning communities to create a positive learning environment for students to learn and to grow, through the implementation of school wide programs such as Second Step and he application of the Jordan Pledge.</p> <p>Tags: Culture of learning, Instruction planning, Rigorous instruction, Culture, Culture and climate, School-wide culture</p>	Administration/Teachers - Culture and Climate Team	Jul 5, 2016	Sep 30, 2016	Not started
<p>✚ Individual teacher/student conferences to analyze and monitor students individual goals.</p> <p>Tags: Culture of learning, Instruction planning, Rigorous instruction, Academic expectations, Goal setting, Expectations and goals</p>	Classroom teachers	Sep 12, 2016	Jun 9, 2017	Not started

District priority and action step	Responsible	Start	End	Status
+ Implementation of the MTSS system to provide our students with specific instructional and SEL support they need to be successful at school. Students will be identified as needing Tier 2 and Tier 3 support. Tags: Culture of learning, Instruction planning, Rigorous instruction, MTSS, Differentiated instruction, Academic achievement, Interevention	All stakeholders	Sep 26, 2016	Jun 16, 2017	Behind
+ The MTSS committee will support teachers in the implementation of the Muti Tiered Systems of Support to ensure students receive academic and emotional support in the least restrictive environment. Tags: Culture of learning, Instruction planning, Rigorous instruction	MTSS, teachers, administration			On-Track
+ Establishing a clear school vision and communicate it to all stakeholders. Tags: Student success, Leadership and collective responsibility, High expectations, Community schools, Vision, Mission and vision	Administration with teachers collaboration	Jul 4, 2016	Aug 30, 2016	Not started
+ Communicating the State of the School to all stakeholders. Tags: Student success, Leadership and collective responsibility, High expectations, Community events, Stakeholders, State of the school	Administration	Sep 12, 2016	Jun 16, 2017	Not started
+ Establishing a highly functioning ILT/MTSS that helps Jordan school in the implementation of best practices at Jordan. Tags: Student success, Leadership and collective responsibility, High expectations, Collective responsibility, Instructional leadership team, Teacher-led professional development	ILT/Administration	Sep 12, 2016	Jun 23, 2017	Not started
+ Establish school wide norms and initiatives 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. Tags: Student success, Leadership and collective responsibility, High expectations, Attendance, Grade system, On-track	Teachers/Administration/Office personnel	Sep 12, 2016	Jun 23, 2017	Not started

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 theses 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 supplant non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

NCLB Program

☒ NCLB 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.

☒ NCLB 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

No Child Left Behind (NCLB), 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 NCLB 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 Plan

Parent Involvement Policy

Complete

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

School will invite parents to join the NCLB committee through robo calls, flyers and the newsletter. School will present and review the NCLB, Title 1 school parental involvement plan and policy during the Title 1 PAC meetings. These meetings will be scheduled in a monthly basis.

The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, 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 involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in the NCLB, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

The projected date for the Principal's Title I meeting is October 26th, 2016 at 8:30 am.
The projected date for the Title I PAC Organizational Meeting is October 26th, 2016 at 9:15 am.

Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.

Prior to the Title 1-PAC meetings agendas will be elaborated. On each agenda there will be a principal report item. During this time, the principal will inform parents about Title 1 programs.

At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

Monthly meetings will be held at Jordan for various purposes: BAC, PAC, Coffee with the Principal, Coffee with the AP, etc. During these meetings parents will have the opportunity to participate in educational decision making. If requested by a parents (s) administration will meet the parent (s) to discuss the request.

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.

Upon receiving the state assessment reports, the school's counselor will distribute assessment reports to parent and guardians within two weeks.

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.

The school's principal will notify parents via mailed letter when a child has been assigned to a "not highly" qualified teacher.

Schools will assist parents of participating NCLB 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.

The school will host monthly NCLB meetings and workshops. The meeting and workshops will educate parents and provide information on the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments for those students who qualify; and the requirements of Title I, Part A.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

The school will host quarterly instructional nights. These nights will provide parents with resources, materials, and training on specific ways to help their children academically. Parents will be notified of the night by school's marquee, and flyers sent home.

Schools will educate all staff in the value and utility of contributions by parents and in how to reach out to, communicate and work with, parents as equal partners

in the education of their children and in how to implement and coordinate parent programs and build ties with parents. Please describe how this will be accomplished.

Selected staff members will receive training on parent engagement. Trained staff will then provided training during school wide professional development. Staff will coordinate with outside resources, such as CAPs to host parent workshops and training in an effort to increase parent involvement.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent 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 in more fully participating in their children's education. Please describe how this will be accomplished.

Head Start will hold monthly programs and activities targeted for parents and guardians in the Head Start program. Parents will be notified by monthly newsletter of upcoming activities.

Schools will ensure that information related to the school and parent programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

All school communication will be sent in English and Spanish. Report cards will be released in the languages available in CPS report cards.

Policy Implementation Activities

- ☒ The LSC will approve the school improvement plan and monitor the CIWP.
- ☒ In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.
- ☒ The school will coordinate the parent involvement programs identified in the CIWP.
- ☒ The school will evaluate the parent involvement 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

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.)

Jordan Community School is a community of learner that includes students, teachers, parents and neighborhood partners. We educate the whole child through standards based and student driven instruction that prepares our graduates for college and career through a balanced and integrated literacy approach, diverse learning experiences and character education.

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.

We will promote parent-teachers conference days through different avenues: flyers, robo calls, newsletter, school website, marquee and school announcements during different school events. The conferences will be design to specifically discuss students academic and behavior progress, academic and behavior expectations and goals. A specific item to be discussed during these conferences is the on-track data for each student and strategies needed to succeed in meeting the expected goals.

Teacher=Parent Conference Days will be held on November 9, 2016 and April 19, 2017 from 11:00 am to 6:00 pm.

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

Parents will receive academic progress reports every five weeks as follow:

1. October 10, 2016: Progress report
2. November 9, 2016: Report Card (Parent-Teacher Conference day)
3. January 9, 2017: Progress report
4. February 10, 2017: Report Card (Sent home with students)
5. March 10, 2017: Progress report
6. April 19, 2017: (Parent-Teacher Conference day)
7. May 19, 20167: Progress Report
8. June 20, 2017: Report Card (Sent home with students)

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

Parents will have access to meetings conferences with the school staff as follow: Parents can request a conference in the main office. The main office will the requested teacher will determine an appointment. Conferences can happen before school (7:40 am to 8:00 am) or after school (3:00 to 3:30 pm.) In some specific occasions, meeting might happen during school hours during teacher's directed planning time.

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

In order for parents to permanently volunteer in classrooms, they must go through the process and get clearance from CPS.
Parents may volunteer during school events throughout the school year.
Parents can volunteer in the classroom (Their children's classes) when planned in collaboration with the homeroom teacher and the administration. There will be a purpose for the parent to participate as a volunteer and the results should be discussed.
Parents will be invited to be volunteers in activities to make the school a better place, e.g., beautification of the school, gardening projects, murals, Saturday activities, etc.

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

A parent will be contacted if their child (ren) are off-track for attendance, grades or misbehavior. Teacher/administration will provide parents with specific action items to help their children be on-track.
During Reading Family Night, parents will learn how their children receive reading instruction and the strategies used in their classrooms by their teachers. the purpose of this is to encourage parents to use the same type of strategies at home.

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

Parents will be invited to join the LSC. All parents will be notified of upcoming LSC meetings through posting and LSC calendar. Parents are invited to participate in the meeting during the public participation portion. LSC parent representatives will make recommendations regarding educational decisions.

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

Students will have access to Student Portal. Classroom teachers will facilitate student sign up for Student Portal. Students will be able to monitor attendance and grades. As needed, students will create attendance, behavior, and academic contracts with classroom teachers and the school's counselor.

Parent Budget

Complete

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

As we did this last year, our purpose is to provide parents with opportunities that enhance their capabilities to increase their abilities to academically support their children at home.

Allocate your Mandated Title 1 Parent Involvement Funds to support your Parent Involvement 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.	\$	1500	.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.	\$	652	.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	900	.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.	\$	Amount	.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.	\$	500	.00

54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	<table> <tr> <td>\$</td><td>518</td><td>.00</td></tr> </table>	\$	518	.00
\$	518	.00			
53510	Postage Must be used for parent involvement programs only.	<table> <tr> <td>\$</td><td>180</td><td>.00</td></tr> </table>	\$	180	.00
\$	180	.00			
53306	Software Must be educational and for parent use only.	<table> <tr> <td>\$</td><td>Amount</td><td>.00</td></tr> </table>	\$	Amount	.00
\$	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.	<table> <tr> <td>\$</td><td>Amount</td><td>.00</td></tr> </table>	\$	Amount	.00
\$	Amount	.00			