Charles R Darwin Elementary School (/school-plans/112) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
02/02/2016	Mr. Segovia, Ms. Medellin, Ms. Cortes, Mr. Vazquez, Ms. Downing	Introduction to School Excellence Framework and CIWP Web Based Tool
02/05/2016	Mr. Segovia, Ms. Medellin, Ms. Cortes, Mr. Vazquez, Ms. Downing	Preparing for SEF Self Evaluation
02/05/2016	Mr. Segovia, Ms. Medellin, Ms. Cortes, Mr. Vazquez, Ms. Downing and Teaching Staff	SEF Self Evaluation: Curriculum, Instructional Materials, Rigorous Student Tasks
02/05/2016	Mr. Segovia, Ms. Medellin, Ms. Cortes, Mr. Vazquez, Ms. Downing	SEF Self Evaluation: Leadership and Collective Responsibility and Professional Learning
02/09/2016	Mr. Vazquez, Mr. Segovia, Ms. Medellin and Teaching Staff	SEF Self Evaluation: Instruction and Restorative Approaches to Discipline

Date	Participants	Topic
04/15/2016	Mr. Segovia, Ms. Medellin, Mr. Vazquez, Ms. Downing, Ms. Carmen Velez and Ms. Del Rio	Goals: Explanation
04/11/2016	Mr. Segovia, Ms. Downing, Mr. Vazquez, Ms. Rivera, Ms. Nassiri, Mr. Postlethwait, Ms. Colon, Mr. Fuerte, Ms. Delao, Ms. Nassiri	Goals: 2016-2017, 2017-2018
03/29/2016	Mr. Segovia, Ms. Medellin, Mr. Postlethwait	School Priorities
04/05/2016	Mr. Segovia, Ms. Medellin, Mr. Postlethwait	Goals: 2016-2017, 2017-2018, Data collection
03/30/2016	Mr. Segovia, Ms. Medellin, Mr. Vazquez, Ms. Cortes, Ms. Downing and Teaching Staff	School Priorities
04/25/2016	Mr. Segovia, Ms. Medellin, Ms. Rivera, Ms. Nassiri, Mr. Postlethwait, Ms.Colon, Ms. Delao, Ms. Downing, Mr. Fuerte and Ms. Charles	Strategies and Action Plans
04/27/2016	Administration, Mr. Vazquez, Ms. Downing and teachers	School Strategies and Action Plans
05/03/2016	Mr. Segovia, Ms. Medellin, Mr. Vazquez and Mr. Postlethwait	School Strategies and Action Plans
05/06/2016	Mr. Segovia, Ms. Medellin, Mr. Vazquez, and Ms Downing	School Strategies and Action Plans
05/11/2016	Administration, Mr. Vazquez, Ms. Downing and teachers	Final Review
09/01/2016	Administration	Present CIWP to Faculty
10/19/2016	Mr. Segovia and Mr. De Los Reyes	Present CIWP to LSC
01/20/2017	Mr. Segovia, Mr. De Los Reyes, Mr. Postlethwait, Ms. Quiles, Mr. Fitch	Review and assess Mid-term CIWP accomplishment
01/23/2017	Mr. Segovia and Mr. De Los Reyes	Present CIWP update to LSC

School Excellence Framework

Culture of & Structure for Continuous Improvement   4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1   2   3   **4**

School vision : Darwin Elementary where leaders are grown. Visible and salient in school communication in both English and Spanish. Leadership language from the 7 Habits is used with parents, students, teachers and staff. School vision is an active part of the school environment in every classroom.
The leadership team consistently models the school core values for all stakeholders: Respectful, Responsible and Safe.
Monthly professional development for the 7 Habits (LIM) provided by school counselor and Lighthouse Team for faculty.
Daily booster shots presented by members of the Lighthouse Team. Bi-monthly Booster Shots are also presented during faculty FLEX professional development meetings by grade level cycle teams
Professional readings including The Energy Bus, The 7 Habits of Highly Effective People, The 7 Habits of Highly Effective Teens, The 7 Habits of Happy Kids, and The Leader in Me.
Lighthouse team is formed by various departments and grade level cycle representatives that meet weekly before school hours to plan and lead the initiatives of the Leader in Me
Weekly professional development planned and led by content area lead teachers and social emotional learning by school counselor
Leadership Action Teams led by faculty members to facilitate Leader in Me school initiatives such as Student Leadership Roles, Environment Improvement, Parent and Community Involvement, Student Lighthouse, Scoreboard Data and New Teacher Mentoring
Whole staff Leadership Empowerment professional development covering the 7 Habits of Highly Effective People and The Leader in Me
Leadership team and lead teacher professional training in the implementation of The Leader in Me including 3 symposiums and 3 leadership events
Lead teachers presenting on the success of The Darwin Leader in Me process at leadership symposium
Darwin has grown consistently over the past 4 years in the SQRP measures achieving Level 1 status

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	✓ 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:

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

Score

1   2   3   **4**

evidence, exchange ideas, and propose and implement solutions to challenges to school improvement.

> Focus on Peer Observations- The process is the priority to support professional learning
> Consistent protocol (learning walks)
> Develop and communicate CIWP Quarterly Update to stakeholders including the LSC
> Bi-monthly after school meetings with specific agenda that include minutes from previous meetings and goals
> ILT is formed by various departments and grade level cycle representation
> Weekly professional development planned and led by content area lead teachers and social emotional learning by school counselor
> Newly formed science team has begun setting and leading the direction of professional development to ensure the implementation of NGSS (Next Generation Science Standards)

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 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 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

1   2   **3**   4

Multiple sources of data are used to inform the planning for professional learning by identifying the gaps in learning and instructional practices including student attendance and referral data, NWEA, mCLASS, informal and formal observations of teachers, and 5 Essentials survey responses.

Professional readings/resources are used to ground teacher learning. These resources include Understanding by Design, Instructional Rounds, DePaul University math department faculty, as well as research and data provided by the Office of Social Emotional Learning on SEL and restorative practices. Specific teacher leaders are identified by area of expertise to deliver professional learning (e.g., Case Manager, Math Coach, Curriculum Coordinator, and School Counselor).

Professional learning is differentiated for staff including direct support and training by the Case Manager for the Diverse Learner team, grade level (GLM) specific learning and whole staff professional development regarding data and the Leader in Me initiative. A science committee is working to ensure the implementation and vertical alignment of NGSS. Additional support and learning specific to the structure of the Dual Language program is needed to strengthen the vision and mission of the program. Additionally, learning regarding the needs of diverse learners needs to be broaden to include the entire staff.

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

1   2   3   **4**

The school has prioritized and invested in professional learning in the leadership development process (i.e., Leader in Me). Monetary resources and school schedule are dedicated to reinforcing the Leadership initiative including a weekly LIM block, middle school enrichment in reading and math, support from specials teachers in reading and math for grades K-2 and additional reading and math enrichment provided by retired CPS math teacher and reading specialist.

A second focus is the integration of technology in instruction including interactive white boards in every classroom, one-to-one Chrome books for 3rd-8th grades, and three computer labs strategically located providing access for students in grades K-1, 2-3 and 4-5.

Weekly professional development planned and led by content area lead teachers (Unit Design, Literacy, Math and social emotional learning by school counselor)

Guide for Aligned Resources

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district) ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
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

Curriculum:

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

Curriculum is provided to all teachers in all content areas including specials
English Language Arts and Math curriculum is aligned to Common Core State Standards (CCSS)
Science curriculum is aligned to Next Generation Science Standards (NGSS)
Preschool curriculum is aligned to Illinois Early Learning Standards
Leader In Me Curriculum fully integrating social emotional learning opportunities available to all students in grades preschool - 8th including diverse learners, English learners and advanced learners
Scope and Sequence is provided by the curriculum that teachers use in every content and grade level creating horizontal/vertical alignment
Teacher developed units of study aligned to CCSS, thematic units- in early elementary curriculum has multidisciplinary projects in each unit
Summative assessment is provided by the curriculum for all content areas
Teacher developed formative assessments are used to effectively measure student learning

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=Y3BzLmVkdXxrY3xneDoyYjlINGI4MmY3YTIxYTgz), 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	✓ 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:

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

Score

1   2   3   **4**

Integration of technology in instruction including interactive white boards in every classroom, one-to-one Chrome books for 3rd-8th grades, and three computer labs strategically located providing access for students in grades K-1, 2-3 and 4-5.
Adaptive technology software programs supports individualized instruction for students in reading and math in grades K - 8
Leader in Me online access providing resources for planning and implementation of the curriculum that supports social emotional learning for all students available to all teachers in grades preschool - 8th and specials
Additional print instructional materials such as novels and guided reading book sets are available for all grade levels
Differentiation and scaffolding of instruction is supported by curriculum activities presented at three levels (Below, At and Above) for all students including diverse learners, English learners and advanced learners
Online platform where students and teacher have access to videos, interactive activities and online books including ST Math, MathXLforSchool, Khan Academy, Stride Academy, and LearinMe

Guide for Instructional Materials

Instructional materials (including technology) are…..

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
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:

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

Score

1 **2** 3 4

> Leader In Me establishes high expectations/belief all students can learn & succeed. Students set SMART goals and track their progress in their student leadership binder.
> Multiple subjects/standards are integrated in specials classes (for example, vocabulary and core LA or MA standards addressed within art, world language, tech, PE focus)
> Complex texts, writing, math skills are integrated into the specials classrooms, but level of rigor may be lower, due to limited time with each class
> Teachers identify the rigor of the instructional task they are planning in the Darwin Lesson Plan Template
> Middle school students follow a daily enrichment schedule in reading and math
> Support from specials teachers in reading and math for grades K-2 and additional reading and math enrichment provided by retired CPS math teacher and reading specialist
> teachers have implemented math talks and other strategies to help increase the cognitive demand and students' ability to construct arguments and critique the reasoning of others
> Science curriculum provides insight to gauge rigor and illuminate the standards
> The ILT conducts walkthroughs in classrooms to examine the rigor of student tasks (CCSS Implementation)

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)). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
  - **Complexity**: Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
  - **Evidence**: Cite evidence from text and write to sources, not decontextualized prompts.
  - **Knowledge (non-fiction)**: Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
  - **Focus**: Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
  - **Coherence**: Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
  - **Rigor**: Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
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:

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

Score

1   2   **3**   4

LIM Student Binders- Goal setting and tracking system targeting 75% or above in Reading and Math and High School selection and application process
University and College Tours to North Eastern University,Depaul University and University of Illinois Chicago and City Colleges including Wilbur Wright, Malcolm X and Harry S. Truman
College Student Panel Presentation for students in middle school
High School Transition Parent meetings for middle school students in grades 6th - 8th
High School Fair for middle school students including Neighborhood, Selective Enrollment, Private and Charter schools
Yearly participation in 5K March to College for middle school students in grades 6th - 8th
Career Day with classroom visits in grades Preschool - 8th

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	✓ 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	✓ 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	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Expectations for depth & breadth of Quality Teaching   3 of 3 complete

Instruction:

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

Score

1   2   **3**   4

Teacher clearly communicates standards-based learning objective(s) to students and identify the relevance to learning in lesson/unit plans.
Teachers identify questioning levels in lesson plan. Question used are low- and highlevel, open-ended, and developmentally appropriate, requiring student thinking, and promoting understanding. Discussion stems are also used by teachers to promote student discourse.
Teachers use flexible grouping based on the learning objective and tasks
There is high priority placed on cognitive demand. Professional development cycle focused on cognitive demand led by the math team.
There is flexibility in teaching when targets are not being met in that teaching is changed and modified.
PPIP Tool (Professional Plan to Improve Performance) is used to plan and target support for students based on multiple points of data including grades, district-level assessment and attendance
Teacher developed formative assessments are used to effectively measure student learning
Gradual release of responsibility. Cooperative learning groups. Students leading conversation, the thinking and the struggle across classrooms. Giving students extended time to answer questions, giving extra time to find solutions and guide them.
Strategies used to support the understanding of the content for all students including diverse learners, English learners and advanced learners in math include 3 reads and math talks and accountable talks
Math team has rolled out sentence starters on wall to encourage students to respond to one another and math questions being asked to give more evidence on a more structured way.
Informal observations and peer observations: Structure: pre observations focusing on what the observation is going to be focused on. 3 teachers have been completed.
Wonders at 1st grade has goals you can work on for conversation building. Explicitly teaching. Mini lessons through curriculum to teach and support discussion. Teach how to have discussions.
Teachers work with small groups using modified tasks to address the needs of all learners
Incorporating concepts from other parts of the curriculum. Thematic activities or units so that same topic is covered in different areas. Able to integrate various curriculum components. Math, science, vocabulary and strategies .
Dual-Language:
Wonders introduces great ideas and themes such as exploring the world but talking about the 5 senses. Adding non fiction and fiction text. Drives students to be more interested, take ownership of their learning. Getting students interested on their own.
Thematic units are built and incorporate student interests that can contribute to engagement. Content knowledge and expertise.
For English Learners: Connecting vocabulary words in both languages by using picture books. Intentional about the materials used in the classroom to supplement and increase vocabulary for dual language students. Group work.
Target students that are English dominant especially in math. Help them understand the concept and helping that they do not miss what was being taught. Using technology to supplement, strong focus on vocabulary.
Using the cognates to bridge both languages.

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	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff

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**

Tier 1:
LIM is used as an all-encompassing and pervasive philosophy throughout the school and classrooms. LIM is also integrated into lesson planning. Students set their own personal goals. 7 habits displayed in classrooms and school environment. The use of LIM common language amongst teachers, staff and students is evident. Students manage and complete their own data binders, set their own goals, track and celebrate successes.
Use of student behavioral referrals to determine Check in – Check Out Eligibility.
Dedicated team (Light House Team) is in place to create and support Tier 1 initiatives.
Grade level PD's are provided to teachers in Tier 1 behavioral management strategies, classroom management, social and emotional learning as well as improving school climate.
Tier 2 & 3:
Dedicated team is available to address SEL needs of students in Tier 2 and 3 (Behavioral Health Team). Anger coping and social skills groups are established and running.
Behavioral Health Team tracks data gathered through multiple behavioral assessments.
Data and referrals are used to determine appropriate interventions for students to target specific needs.

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 ✓ Evidence of On Track monitoring and supports
Measures	✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating Knowledge of Students 1d. Designing Coherent Instruction 2d. Managing Student Behavior 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

Balanced Assessment & Grading:

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

Score

1   2   **3**   4

> Teacher developed units of study aligned to CCSS, thematic units- in early elementary curriculum has multidisciplinary projects in each unit. Units are differentiated to meet the needs of all students including diverse learners, English learners and advanced learners.
> Summative assessment is provided by the curriculum for all content areas
> Teacher developed formative assessments are used to effectively measure student learning. The assessments are responsive to the needs of all students including diverse learners, English learners and advanced learners.
> Common grade level assessments are identified by teachers on the PPIP (Professional Plan to Improve Performance Tool)
> Clear school wide grading system identified and implemented by all teachers in grades K - 8
> Assessment calendar is shared with parents and staff members at the beginning of each school year
> Assessment results are reviewed with administration in grade level meetings

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
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

Culture for Learning:

Score

1 2 **3** 4

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.

Throughout the school and in classrooms learning goals are posted. School murals reinforce and encourage academic and leadership values. School-wide goals are visually tracked (i.e., reading minutes and attendance graphs, reading links). Students have a personal Leader in Me binder to track individual goals and progress toward set goals. These binders are used to encourage student resilience through the process self-assessment and reflection that results in student-led parent conferences. All students can be recognized in some way – honor roll, perfect attendance, most improved attendance, leader of the week, etc. Additionally, students who have been placed on the "Check-in/Check-out" behavior monitoring system can "graduate" from the program.
A full-time counselor supports the social-emotional needs of students throughout the school.

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

Students are afforded various opportunities to participate in academic and non-academic support programs such as sports, arts, and academic enrichment after school programs. These programs allow teachers and students from varying grades to collaborate. Students are also given opportunities to demonstrate leadership through participation in the Student Lighthouse Committee as well as in determining and executing programs of interest such as a food drive, middle school dances, student-led festivals, and fundraisers for major events such as Camp McLean and Washington DC.

Other collaborations are formed by teachers as needs arise such as reading buddies between middle school and primary classrooms, the social-emotional support basketball team, and a positive message board in the staff lounge.

Training is provided to staff regarding restorative practices and school-wide systems such as "Check-in/Check-out", the Leadership store, and the behavior matrix. Most notably, training and support is provided in the 7 habits/Leader in Me initiative. Students and staff alike are given time to learn the language and habits of mind in order to create a cohesive and common culture between and among the entire school community. Additionally, the staff and students lead workshops for family members and the community at-large at BAC/PAC meetings and on Leadership Day.

A weekly bulletin is provided to the entire staff with important announcements from administrators. This bulletin also includes a "shout-out" section that is intended to give special recognition to staff members who have gone above and beyond for the school that week.

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
  - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
  - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
  - Create opportunities for students to build positive relationships with peers.
  - Create opportunities for older students to mentor younger students.

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

Score

1   2   **3**   4

> Students can participate in various school-wide and classroom specific leadership roles as well as the Student Lighthouse Committee. Students are provided the opportunity to plan and execute events. Students maintain their own Leadership Binder. This binder is used to identify and track personal goals tied to school-wide goals. This binder is also used as a centerpiece for conversations between parents and their child during parent conferences.
> Other forms of engagement include art programming (Concert Band, Rock Band, Choir and Colombia After School Arts Program) and sports based activities such as Girls on the Run, Soccer, Basketball and Volleyball.
> Advanced math is offered to qualifying students in grades 3rd-8th; advanced reading is offered to students in 1st and 2nd grades. Teachers are trained to use specific, school-wide strategies to reinforce academic rigor in the classroom (i.e., Three-reads, close reading). Technology is used to reinforce individualized supports to students (i.e., JiJi, Google Classroom).

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	✓ 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**

> Various non-classroom based staff support with discipline at the school, which allows for all issues that arise to be addressed immediately. These staff include the school counselor, assistant principal, case manager, curriculum coordinator, and school security. Various staff members are present during recess and lunch to oversee students. There are clear procedures for moving between classes and to and from lunch/recess. Such procedures include following the direction of an adult, moving around the building with a pass, asking for permission to move to different areas to ensure an adult is aware, etc. School-wide expectations are shared with all staff at the start of the school year. Classroom teachers are expected to exercise professional discretion on addressing behaviors in the classroom but are supported by school-wide processes that reinforce positive behavior and positive treatment of all students, families, and staff.

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

Restorative Approaches to Discipline:

Score

1   2   **3**   4

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

Codes of cooperation are specific, concrete and clearly defined and posted in the classrooms. Each classroom has mission statements.

Classroom golden tickets, Darwin tickets, raffles for attendance and visits to the Darwin Leadership store are ways of reinforcing positive behavior.

The use of the all-encompassing LIM philosophy throughout the day, integrated in the lessons, and given specific teaching time on Fridays. Positively teaching students appropriate behavior.

The use of Check In- Check Out as a way for students to track their behaviors, meet goals, receive positive feedback and receive positive reinforcement for appropriate behavior for tier 2 students.

The CICO sheets are used to communicate daily with parents on student progress.

Some classrooms are using Class Dojo as a way of assisting with classroom and behavior management, and as a way of teaching self-regulation. It also monitors behaviors, uses a point system and offers a way to directly communicate with parents.

Office referral reports are analyzed and used to determine eligibility of students for CICO, problem behavior trends in terms of time, location and duration. Graduation celebration for students who meet CICO criteria of no referrals in 8 weeks.

Use of basketball league to reinforce good behavior.

Individualized self -monitoring sheets for Tier 1: used for goal setting, tracking and reinforcing appropriate behavior for specific target behaviors.

Teachers use of reflection sheets, letters and other methods of establishing a restorative consequence. Restorative conversations are being led by counselor, security guards, disciplinarian, AP.

Teachers stating using prep time to solve issues and talking with students. Meeting with parents.

Team building at the beginning of the school year and Camp McClean.

7H training to all teachers.

8th graders teach the habits to parents and younger children.

Booster shots.

LIM binders and goal setting.

Principal directed PD during GL on RP.

Lighthouse team discusses school wide expectations, develops policies.

BHT team for tier 1 and tier 2. Groups: SS Grin Group for teaching Social Skills, Anger Coping group.

Individual classrooms have their own reinforcement or point system.

Having parent volunteers in the modular building is helpful with being able to teach appropriate behavior and social skills in groups, as well as with teaching procedures and rules, work skills and work habits.

Parent volunteers from modular building have a good understanding of mission and vision and this helps with students that need extra support; this has been invaluable.

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) ✓ 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:

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.

Score

1   2   3   **4**

> A dedicated parent/family liaison is designated for the school. This individual is a direct contact for resources such as adult parent education classes such as GED, ESL, computer, health and nutrition, and parenting. This individual also coordinates the parent volunteerism program. Each month the LSC, BAC, PAC, and NCLB committees hold meetings regarding specific topics related to academic and SEL programming at the school. Additionally, specialized workshops regarding attendance, discipline, 8th grade expectations, etc. are provided to parents by staff on an "as-needed" basis. These workshops are in response to data or specific requests by parents and/or staff. All programs are announced in various ways and translation/interpretation services are provided.
> A monthly school-wide newsletter is distributed to the entire school community from the principal.

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) ✓ How does the school honor and reflect the diversity of families including language and culture?
Measures	✓ Five Essentials Score – Involved Families ✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
Five Essentials	Involved Families
CPS Framework for Teaching	2c. Managing Classroom Procedures 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 ⊘= Not of focus
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 ⊘ (⊘)
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 ⊘ (⊘)
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 ⊘ (⊘)
3	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 (3) 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Curriculum	1 (2) 3 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 ⊘ (⊘)
3	Expectations for Quality & Character of School Life: Culture for Learning	(1) 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 ⊘ (⊘)

3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 ⊘
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ⊘
4	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 ⊘
4	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 ⊘
4	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 ⊘
4	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ⊘
4	Expectations for Quality & Character of School Life: Parent Partnership	1 2 3 4 5 ⊘
4	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 ⊘

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				
From 2015-2016 in comparison to 2014 -2015, students have shown a decrease in growth on MOY NWEA Scores. However, the target for growth from 2016-2017 will increase to 80% for the EOY NWEA. Based on the data from 2015-2016, our schools growth percentile was 58%. Our priority for the 2016-2017 school year is to analyze the data weekly by focusing on our school's NWEA growth goal section. Our teachers will align their instructional practices to support the schools growth area. From there, we will individualize our instruction by targeting specific students. We will set a school goal, classroom goal, and individual goals. We will use a progress monitoring tool to track students progression throughout the school year. Our objective is ensure that all students are showing proficiency within each goal with a score of 70% or higher.	52.00	75.00	75.00	80.00
National School Growth Percentile - Math				
Based on middle of year NWEA data for Winter 16 it is reasonable to expect that the percentage of students who will meet or exceed their goal will increase to 65% for 2016-2017 and an additional 5% for the 2017-2018 school year. The percentage of students meeting or exceeding their growth goal in Math will increase by continuing the implementation of the following over the course of the next two years: - Teacher led grade level professional development around the TRU Dimensions, Math Talks, and 3 Reads - Teacher development of the new math curriculum (K-5 enVision 2.0 6-8 Connected Math 3) - Extend student learning of math through technology using: STMath, KhanAcademy, MathXL, easyCBM - After school/ enrichment	18.00	60.00	70.00	75.00
% of Students Meeting/Exceeding National Ave Growth Norms				
Trends in the percentage of students meeting/exceeding national average growth norms demonstrates an upward trend, increasing from 47.8 in 2014-2015 to 58.4 in 2015-2016. Similarly, growth in reading and math demonstrate an upward trend increasing by over 20% from 2014-2015 to 2015-2016 school year.	47.80	(Blank)	70.00	75.00
African-American Growth Percentile - Reading				

From 2015-2016 in comparison to 2014 -2015, students have shown a 16% growth increase on NWEA Scores. Following the consistent upward trend, the target growth for 2016-2017 will be 40%. It is expected that targeted instruction will result in a 10% increase in growth by the 2017-2018 SY, resulting in a total net growth of 50%.	17.00	31.00	40.00	50.00

Hispanic Growth Percentile - Reading

Hispanic students demonstrated a significant regression in Reading scores from Spring to Fall 2015. In the middle of year assessment, students did not demonstrate strong recovery. Based on this data it is reasonable to expect that the growth for Hispanic students in Reading will be at or below 77%. Through strategic planning using our structure of the Personal Professional Improvement Plan (PPIP) for student advancement, we will target our Hispanic population to ensure an increase in growth of 3% by 2017-2018.	55.00	77.00	77.00	80.00

English Learner Growth Percentile - Reading

English Learners demonstrated a significant regression in Reading scores from Spring to Fall 2015. In the middle of year assessment, students did not demonstrate strong recovery. Based on this data it is reasonable to expect that the growth for Hispanic students in Reading will be at or below 66%. Through strategic planning using our structure of the Personal Professional Improvement Plan (PPIP) for student advancement, we will target our Hispanic population to ensure an increase in growth of 4% by 2017-2018.	(Blank)	66.00	66.00	70.00

Diverse Learner Growth Percentile - Reading

According to MOY reading data, 15% of the 32 diverse learners tested are meeting their growth target for spring of 2016. Based on this information, we are projecting 20% of our diverse learners to continue this growth trend for the end of the 2016 - 2017 academic year, and to further continue that growth into the 2017 - 2018 school year with 30% of our diverse learners meeting their growth target.	(Blank)	3.00	30.00	35.00

African-American Growth Percentile - Math

In 2015-2016 new math curricula was adopted in grades K-8 (K-5 enVision 2.0 6-8 Connected Math 3.0). Overall, slow growth can be attributed to the expected effects of the implementation of novel curriculum slight decline before you see improvement). Based on middle of year assessment data, smaller subgroups have already demonstrated an increase in the percentage of students meeting or exceeding their growth goal. We expect that this trend will generalize to all students. The percentage of students meeting or exceeding their growth goal in Math will increase by continuing the implementation of the following over the course of the next two years: - Teacher led grade level professional development around the TRU Dimensions, Math Talks, and 3 Reads - Teacher development of the new math curriculum (K-5 enVision 2.0 6-8 Connected Math 3) - Extend student learning of math through technology using: STMath, KhanAcademy, MathXL, easyCBM - After school/ enrichment	8.00	27.00	35.00	40.00

Hispanic Growth Percentile - Math

In 2015-2016 new math curricula was adopted in grades K-8 (K-5 enVision 2.0 6-8 Connected Math 3.0). Overall, slow growth can be attributed to the expected effects of the implementation of novel curriculum slight decline before you see improvement). Based on middle of year assessment data, smaller subgroups have already demonstrated an increase in the percentage of students meeting or exceeding their growth goal. We expect that this trend will generalize to all students. The percentage of students meeting or exceeding their growth goal in Math will increase by continuing the implementation of the following over the course of the next two years: - Teacher led grade level professional development around the TRU Dimensions, Math Talks, and 3 Reads - Teacher development of the new math curriculum (K-5 enVision 2.0 6-8 Connected Math 3) - Extend student learning of math through technology using: STMath, KhanAcademy, MathXL, easyCBM - After school/ enrichment	21.00	63.00	65.00	70.00

English Learner Growth Percentile - Math

In 2015-2016 new math curricula was adopted in grades K-8 (K-5 enVision 2.0 6-8 Connected Math 3.0). Overall, slow growth can be attributed to the expected effects of the implementation of novel curriculum slight decline before you see improvement). Based on middle of year assessment data, smaller subgroups have already demonstrated an increase in the percentage of students meeting or exceeding their growth goal. We expect that this trend will generalize to all students. The percentage of students meeting or exceeding their growth goal in Math will increase by continuing the implementation of the following over the course of the next two years: - Teacher led grade level professional development around the TRU Dimensions, Math Talks, and 3 Reads - Teacher development of the new math curriculum (K-5 enVision 2.0 6-8 Connected Math 3) - Extend student learning of math through technology using: STMath, KhanAcademy, MathXL, easyCBM - After school/ enrichment	*(Blank)*	13.00	35.00	40.00

Diverse Learner Growth Percentile - Math

According to MOY reading data, 21% of the 33 diverse learners tested are meeting their growth target for spring of 2016. Based on this information, we are projecting 20% of our diverse learners to continue this growth trend for the end of the 2016 - 2017 academic year, and to further continue that growth into the 2017 - 2018 school year with 25% of our diverse learners meeting their growth target.	*(Blank)*	2.00	20.00	25.00

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

From 2014-2015 to 2015-2016 there was an increase of 5% in student attainment in Reading. Additionally, we can expect to see a continuous increse in attainment due to the trends in growth that have been observed. In our middle of year data student attainment is at 48%. We expect to be at 50th percentile by Spring 2017 and continue the upward trend in attainment to reach our target to be at the 55th percentile by 2017-2018.	42.00	47.00	50.00	55.00

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

In 2015-2016 new math curricula was adopted in grades K-8 (K-5 enVision 2.0 6-8 Connected Math 3.0). Overall, slow growth can be attributed to the expected effects of the implementation of novel curriculum slight decline before you see improvement). We expect to conserve student attainment at 52nd percentile. Attainment in Math will increase to 55th percentile by continuing the implementation of the following over the course of the next two years: - Teacher led grade level professional development around the TRU Dimensions, Math Talks, and 3 Reads - Teacher development of the new math curriculum (K-5 enVision 2.0 6-8 Connected Math 3) - Extend student learning of math through technology using: STMath, KhanAcademy, MathXL, easyCBM - After school/ enrichment	42.00	52.00	52.00	55.00

National School Attainment Percentile - Reading (Grade 2)

The middle of year 2nd grade attainment data reports that 40% of students are at or above the 50th percentile in reading. This equates to 6 out of 15 students tested being at or above the 50th percentile. We are projecting to be at 60% by the end of 2016-2017. The additional 2-3 students targeted to be at the 50th percentile or above meet with an reading specialist twice weekly to support their development. Based on TRC data, 58% of students in 1st grade are identified as being proficient in reading. We are projecting to have 65% of 1st grade students being at the 50th percentile or above in reading for 2017-2018 as 2nd grade students. The additional 3-4 students targeted to be at the 50th percentile or above will meet with an reading specialist twice weekly to support their development.	45.00	57.00	60.00	65.00

National School Attainment Percentile - Math (Grade 2)

In 2015-2016 new math curricula was adopted in grades K-8 (K-5 enVision 2.0 6-8 Connected Math 3.0). Overall, slow growth can be attributed to the expected effects of the implementation of novel curriculum slight decline before you see improvement). We expect to conserve student attainment in Math for 2nd grade students at 62 percentile by continuing the implementation of the following over the course of the next two years: - Teacher led grade level professional development around the TRU Dimensions, Math Talks, and 3 Reads - Teacher development of the new math curriculum (K-5 enVision 2.0 6-8 Connected Math 3) - Extend student learning of math through technology using: STMath, KhanAcademy, MathXL, easyCBM - After school/ enrichment	38.00	62.00	62.00	70.00

% of Students Making Sufficient Annual Progress on ACCESS

Based on the information available for percentage of students making sufficient annual progress (percentage of EL students meeting 60th percentile growth target on the ACCESS Literacy scale score) we noted a drop of 7% (47.70% to 40.70%) from 2014-2015 to 2015-2016. The goal for 2016-2017 is to be at or above 45% in order to move from 3 to 4 points on the SQRP (School Quality Rating Policy). Through strategic planning using our structure of the Personal Professional Improvement Plan (PPIP) for student advancement, we will target our EL population to ensure an increase in growth of 5% in students making sufficient annual progress on ACCESS by 2017-2018.	47.90	40.70	45.00	50.00

Average Daily Attendance Rate

As of third quarter 2015 – 2016 school year, the attendance report for Darwin is 96.3%. We are projecting maintenance of this goal for the 2016 – 2017 academic year based on current statistics reported from classroom attendance records. For 2017 – 2018 academic year, we are targeting to be at or above 96.5%.	95.40	95.80	96.00	96.50

My Voice, My School 5 Essentials Survey

Maintain the 5 points and the Well-Organized for Improvement Status.	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*

Custom metrics   0 of 0 complete

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

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
If we develop an effective peer observation process	The establishment of a professional learning community where teachers support each others' professional growth through peer collaboration.	100% teacher collaboration and improvement in instructional practices impacting student academic performance.

Tags:
Professional Learning, Academic gain

Area(s) of focus:
3

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Teachers will engage in professional development for peer observations.	Administration and Instructional Leadership Team	Oct 3, 2016 to Apr 6, 2017	Professional development plan including agendas and minutes	On-Track

Cycles of professional learning, Professional development, Growth mindset

Develop a well articulated peer observation protocol/tool	Administration, Instructional Leadership Team, and Teachers	Apr 25, 2016 to Sep 30, 2016	Development of peer observation protocol/tool	Completed

Teacher Teams/Collaboration

Schedule and execute 3 cycles of peer observations in each school year.	Administration, teachers	Oct 3, 2016 to Apr 6, 2017	Peer observation schedule	On-Track

Peer observation

Engaging in reflective practices to assess the outcomes of peer observations	Administration and teachers	Oct 28, 2016 to May 31, 2017	Reflection surveys	On-Track

Teacher reflection

Strategy 2

If we do...	...then we see...	...which leads to...
Develop units of study using the Understanding By Design framework targeting the implementation of CCSS	The development of units that establish vertical alignment within content areas and cross curricular connections.	Increased rigor of student tasks as measured by the Depth of Knowledge (DOK) matrix to levels 3-4.

Tags:
Curriculum Design, Ubd, Scope and sequence, Units of study, Interdisciplinary units

Area(s) of focus:
2

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Develop scope and sequence for content areas including ELA/SS, Math and Science	Administration Teachers Instructional Leadership Team	Jul 11, 2016 to Apr 6, 2017	Scope and Sequence Document for ELA/SS, Math and Science	On-Track

Curriculum, Scope and sequence

Teachers will participate in professional development to support the use of the UBD framework.	Administration Teachers	Aug 29, 2016 to Apr 6, 2017	Professional Development Plan, Meeting Agenda, Presentations, Resources	On-Track

Curriculum Design, Ubd, Units of study

Materials needed to implement units of study will be purchased.	Administration Teachers	Aug 29, 2016 to Apr 6, 2017	Units of Study Purchase Orders	Completed

Instructional materials

Technology needed to implement units of study will be provided to every student in grades K-8.	Administration	Sep 5, 2016 to Sep 30, 2016	Units of Study Purchase Orders	Completed

Technology, Instructional material

Strategy 3

If we do...	...then we see...	...which leads to...
Use academic performance levels to develop Professional Performance Improvement Plans (PPIP) with the goal to support all student success schoolwide	The development of an action plan to improve student performance levels through the SMART goal setting process by teachers and students. Additionally, this process will facilitate close monitoring of student academic performance.	Students having ownership of their learning and increased autonomy in monitoring their progress towards achieving their SMART goal. This will increase the percentage of students meeting/exceeding national average growth norms to 75% or above.

Tags:
Progress moniorting, Data tracking, Data driven instruction, Goal setting

Area(s) of focus:
3

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Student data analysis to develop Professional Performance Improvement Plans.	Administration Teachers	Aug 30, 2016 to Apr 6, 2017	Q1-Q3 PPIP	On-Track

Data analysis, Goal setting

Action step	Responsible	Timeframe	Evidence for status	Status
Setting SMART Goals to target student academic success.	Administration Teachers Students	Sep 5, 2016 to Apr 6, 2017	Q1-Q3 PPIP Student Leadership Binder	On-Track

Progress moniorting, Growth mindset, Goal setting

Action step	Responsible	Timeframe	Evidence for status	Status
Teachers will participate in professional development to support the process of creating the PPIP and setting SMART Goals.	Administration Teachers	Sep 5, 2016 to Apr 6, 2017	Professional Development Plan Q1-Q3 PPIP Student Leadership Binders	On-Track

Professional development, Growth mindset, Goal setting

Strategy 4

If we do...	...then we see...	...which leads to...
Continue to incorporate The Leader In Me in each classroom and school environment through explicit teaching of the 7 habits	Students and staff using the 7 Habits of Highly Effective People to support school culture and climate by demonstrating the quality of relationship building. This supports the social emotional growth of each student and faculty member.	A school culture nurtured by building relationships among staff, students and parents. A culture unified by the 7 habits empowers this school community, as one force, to move forward in our social emotional understanding. By achieving these goals, we will see a decrease in student referrals, an increase in restorative practices, an increase in student involvement in school wide leadership role, and sustain high student attendance.

Tags:
Climate and Culture, SEL, Relationships, Behavior supports;, Social emotional learning, Behavior health team, Behavior expectations, Social emotional assessment, Behavior intervention

Area(s) of focus:
1

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Staff will engage in professional development of the 7 Habits of Highly Effective People/The Leader in Me.	Administration Staff	Aug 29, 2016 to Jun 16, 2017	Professional Development Plan Agendas	Completed

Climate and Culture, SEL, Professional development, Relationships

Teachers will develop units of study that incorporate the 7 Habits of Highly Effective People for social emotional learning in each classroom.	Administration Teachers	Aug 29, 2016 to Apr 6, 2017	Units of Study (ELA/SS, Math, Science) lesson plans.	On-Track

SEL, Units of study

Students will engage in culture building activities that promote leadership development school-wide.	Administration Teacher Lighthouse Leadership Team Student lighthouse	Aug 29, 2016 to Jun 20, 2017	Lighthouse Leadership Events Calendar	On-Track

Climate and Culture, SEL, Relationships

Staff and students will plan and execute leadership events highlighting the progress of personal social emotional growth.	Students Administration Staff	Sep 9, 2016 to Jun 20, 2017	Lighthouse Leadership Event Calendar School Calendar	On-Track

Climate and Culture, SEL

Student Leadership Binders will be developed and used to monitor the progress towards meeting both personal and academic goals.	Students Administration Teachers	Sep 5, 2016 to Jun 20, 2017	Student Leadership Binders	On-Track

MTSS, SEL, Growth mindset, Goal setting

Darwin Elementary will attain the Lighthouse status denomination by meeting the leadership development standards promoting high quality climate and culture as set forth by The Leader in Me.	Administration Teacher Lighthouse Leadership Team	Aug 31, 2015 to Jun 20, 2017	Darwin Lighthouse Evidence Electronic Binder	On-Track

MTSS, Climate and Culture, SEL

Implement restorative practices, peace circles, and mediation to decrease infraction incidences and increase student overall social emotional well-being	Counselor/case manger Social worker Administration Staff student	Aug 31, 2016 to Jun 20, 2017	Dashboard data MTSS data	On-Track

MTSS, Restorative justice, Behavior supports, Peer mediation, Peace circles, Social emotional learning, Behavior health team, Remediation

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Action Plan

District priority and action step	Responsible	Start	End	Status

✚ Teachers will engage in professional development for peer observations. Tags: Professional Learning, Academic gain, Cycles of professional learning, Professional development, Growth mindset	Administration and Instructional Leadership Team	Oct 3, 2016	Apr 6, 2017	On-Track
✚ Develop a well articulated peer observation protocol/tool Tags: Professional Learning, Academic gain, Teacher Teams/Collaboration	Administration, Instructional Leadership Team, and Teachers	Apr 25, 2016	Sep 30, 2016	Completed
✚ Schedule and execute 3 cycles of peer observations in each school year. Tags: Professional Learning, Academic gain, Peer observation	Administration, teachers	Oct 3, 2016	Apr 6, 2017	On-Track
✚ Engaging in reflective practices to assess the outcomes of peer observations Tags: Professional Learning, Academic gain, Teacher reflection	Administration and teachers	Oct 28, 2016	May 31, 2017	On-Track
✚ Develop scope and sequence for content areas including ELA/SS, Math and Science Tags: Curriculum Design, Ubd, Scope and sequence, Units of study, Interdisciplinary units, Curriculum, Scope and sequence	Administration Teachers Instructional Leadership Team	Jul 11, 2016	Apr 6, 2017	On-Track
✚ Teachers will participate in professional development to support the use of the UBD framework. Tags: Curriculum Design, Ubd, Scope and sequence, Units of study, Interdisciplinary units, Curriculum Design, Ubd, Units of study	Administration Teachers	Aug 29, 2016	Apr 6, 2017	On-Track
✚ Materials needed to implement units of study will be purchased. Tags: Curriculum Design, Ubd, Scope and sequence, Units of study, Interdisciplinary units, Instructional materials	Administration Teachers	Aug 29, 2016	Apr 6, 2017	Completed
✚ Technology needed to implement units of study will be provided to every student in grades K-8. Tags: Curriculum Design, Ubd, Scope and sequence, Units of study, Interdisciplinary units, Technology, Instructional material	Administration	Sep 5, 2016	Sep 30, 2016	Completed
✚ Student data analysis to develop Professional Performance Improvement Plans. Tags: Progress moniorting, Data tracking, Data driven instruction, Goal setting, Data analysis, Goal setting	Administration Teachers	Aug 30, 2016	Apr 6, 2017	On-Track
✚ Setting SMART Goals to target student academic success. Tags: Progress moniorting, Data tracking, Data driven instruction, Goal setting, Progress moniorting, Growth mindset, Goal setting	Administration Teachers Students	Sep 5, 2016	Apr 6, 2017	On-Track
✚ Teachers will participate in professional development to support the process of creating the PPIP and setting SMART Goals. Tags: Progress moniorting, Data tracking, Data driven instruction, Goal setting, Professional development, Growth mindset, Goal setting	Administration Teachers	Sep 5, 2016	Apr 6, 2017	On-Track
✚ Staff will engage in professional development of the 7 Habits of Highly Effective People/The Leader in Me. Tags: Climate and Culture, SEL, Relationships, Behavior supports;, Social emotional learning, Behavior health team, Behavior expectations, Social emotional assessment, Behavior intervention, Climate and Culture, SEL, Professional development, Relationships	Administration Staff	Aug 29, 2016	Jun 16, 2017	Completed
✚ Teachers will develop units of study that incorporate the 7 Habits of Highly Effective People for social emotional learning in each classroom. Tags: Climate and Culture, SEL, Relationships, Behavior supports;, Social emotional learning, Behavior health team, Behavior expectations, Social emotional assessment, Behavior intervention, SEL, Units of study	Administration Teachers	Aug 29, 2016	Apr 6, 2017	On-Track
✚ Students will engage in culture building activities that promote leadership development school-wide. Tags: Climate and Culture, SEL, Relationships, Behavior supports;, Social emotional learning, Behavior health team, Behavior expectations, Social emotional assessment, Behavior intervention, Climate and Culture, SEL, Relationships	Administration Teacher Lighthouse Leadership Team Student lighthouse	Aug 29, 2016	Jun 20, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
✚ Staff and students will plan and execute leadership events highlighting the progress of personal social emotional growth. Tags: Climate and Culture, SEL, Relationships, Behavior supports;, Social emotional learning, Behavior health team, Behavior expectations, Social emotional assessment, Behavior intervention, Climate and Culture, SEL	Students Administration Staff	Sep 9, 2016	Jun 20, 2017	On-Track
✚ Student Leadership Binders will be developed and used to monitor the progress towards meeting both personal and academic goals. Tags: Climate and Culture, SEL, Relationships, Behavior supports;, Social emotional learning, Behavior health team, Behavior expectations, Social emotional assessment, Behavior intervention, MTSS, SEL, Growth mindset, Goal setting	Students Administration Teachers	Sep 5, 2016	Jun 20, 2017	On-Track
✚ Darwin Elementary will attain the Lighthouse status denomination by meeting the leadership development standards promoting high quality climate and culture as set forth by The Leader in Me. Tags: Climate and Culture, SEL, Relationships, Behavior supports;, Social emotional learning, Behavior health team, Behavior expectations, Social emotional assessment, Behavior intervention, MTSS, Climate and Culture, SEL	Administration Teacher Lighthouse Leadership Team	Aug 31, 2015	Jun 20, 2017	On-Track
✚ Implement restorative practices, peace circles, and mediation to decrease infraction incidences and increase student overall social emotional well-being Tags: Climate and Culture, SEL, Relationships, Behavior supports;, Social emotional learning, Behavior health team, Behavior expectations, Social emotional assessment, Behavior intervention, MTSS, Restorative justice, Behavior supports, Peer mediation, Peace circles, Social emotional learning, Behavior health team, Remediation	Counselor/case manger Social worker Administration Staff student	Aug 31, 2016	Jun 20, 2017	On-Track
✚ Tags: Climate and Culture, SEL, Relationships, Behavior supports;, Social emotional learning, Behavior health team, Behavior expectations, Social emotional assessment, Behavior intervention				Behind

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

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

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.

> Parents are involved in planning, monitoring the process of the school improvement through the following opportunities:
> 1. Monthly LSC meetings scheduled on evening times.
> 2. Beginning of the year Open House and State of the School Address
> 3. BAC, PAC, and NCLB monthly meetings
> 4. Community meetings
> 5. Middle School parent meetings Fall
> 6. Dual Language parent meetings
> 7. Structured parent volunteer program, supported by community organization, LSNA
> 8. Adult-Parent education classes such as GED, ESL, Computer, Health/Nutrition and Parenting
> 9. Reading, MAth, and Science strategies workshops for parents
> 10. Leadership Days
> 11. Surveys
> 12. Suggestion/feedback boxes in both building
> At the end of each parent workshop we provide all participants with an evaluation sheet for fedback to improve the quality of services.

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

> At the beginning of each year the principal call parents for a meeting to organize the NCLB, PAC, and BAC committees. At this meeting parents select their representatives for chair and co-chair for each of the committees and develop the monthly schedule for their meetings. The principal present at this initial meeting, the Title I Parent budget and the allocations approved by the LSC for the current school year. The meetings are advertised in our monthly bilingual newsletters, parents bulletin board, and in the school website.
>
> The school's first Title I Annual meeting was September 30th, 2016. The title I organizational PAC meeting was held October 7th, 2016.

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.

> Monthly bilingual school newsletters are distributed to all families. Parents can visit the school to receive support to log into and access the parent portal to review grades and attendance. During open house or curriculum night teachers share expectations, the curriculum, and academic goals with the parents. We have student's led parent/teacher conferences to talk about academics and goal setting to meet academic growth targets. Teachers requires conferences as well to address students who are failing and a remediation plan is generated with parental input. The plan is signed by student, parent, teacher and a administrator. Parents will receive a comprehensive report from the standardized assessment NWEA students will take during the 2016-17 school year.

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.

> School administration follows an open door policy and welcomes parents and community member at any time. The school administration facilitates daily time for parent/teacher meetings that may occur during preparation time or on scheduled times per parent request. The PAC meets monthly and invitations are sent home with students. The school has two suggestion/feedback boxes at the entrance of both buildings.

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.

> The school facilitates the delivery of the student academic performance report supplied by the State of Illinois and the district. We report to parents the children academic progress every 5 weeks and we hold parents/teachers conferences twice a year. In addition, the school administration call for an Open House and State of the School community meeting in the fall to report the school status based on data generated the previous year. At this meeting, the school administration, presents the academic goal setting for the year and the action plan to reach them.

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 follows the established CPS protocol and procedures to ensure parents receive the communication about "Highly Qualified" (HQ) teacher and the "Right to Know" status letter.

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.

> During the School Open House and State of the School and whenever is required, teachers share expectations and curriculum with grade level parents. Parent/Teacher conferences are required to address students need for improvement and a remediation plan is generated with parent input and signed by parent, student, teacher and an administrator.
> During the school year informational meetings are scheduled to support parents to understand the curriculum and data driven instruction interventions.

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.

> Darwin School offers daily adult/parent education classes such as GED, ESL health/nutrition, computer, and parenting workshops are held at the school. Darwin offers monthly professional development and workshops for parents covering varies topics such as: Parenting, healthy relationships, how to talk to your children, anger management, supervising academic, bully prevention, etc. as well as literacy an math workshops scheduled throughout the year.

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.

> Darwin School values our parent support and volunteering work. There is a formal structured at Darwin, parent volunteer program supported by LSNA, Logan Square Neighbor Association community organization . The administration acknowledges parents contribution, support and volunteering work in parent meetings and in monthly LSC meetings as well. The administration shares in faculty the meetings the consistent contribution the parents volunteer and parent mentors provide to the school success.
> Parents are acknowledged at the end of the year as the school administration participate int eh State Parent Mentor Graduation. The principal present a certificate and small token of appreciation to each parent volunteer and parent mentors at the end of the school year.

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.

> Through our pre-school programs (Ready to Learn) the school invites parents to participate in daily class activities. Parent/teacher conferences are scheduled regularly to facilitate collaboration. Parent are welcome to volunteer or visit the school classrooms any time. Teachers' teams coordinate literacy, math,,and science night for families.

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.

> The school generates monthly bilingual newsletters and distribute them to the entire school via students backpack. The school website is constantly updated to displays current information. MOnthly meetings such as LSC, BAC, PAC, and NCLB are publicize on every exit doors around the school at least two days prior to the meeting date.
> Informational meetings are established to assure parents become aware of programs by coordinating with the LSC meetings.

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)

> All boxes are checked

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.)

Darwin Elementary provides a positive, safe, and academically rigorous environment that allows each student to take ownership for their learning. We strive to build confident, strong, and successful leaders by giving students a voice that empowers them to become lifelong learners and contributing members of a changing society.

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.

Teachers will conduct one-to-one parent/teacher conferences formally twice a year. Prior to conferences, teachers develop specific plans or intervention that addresses students' specific needs for improvement. These plans are based upon review and collection of data that reflect students' academic performance. During the conference, teachers will review students' strengths and areas of deficiencies, describing next steps in the remediation process. The two mandated teacher/parent conferences are as scheduled on the CPS Calendar for Nov 9, 2016 and April 19, 2017.

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

Darwin School will generates progress report every 5 weeks and report cards at the end of each quarter.
--report card pick-up dates will be aligned to the district calendar on Nov 9, 2016 and April 19, 2017
--report cards will be distributed on the dates as outlined on the district's calendar on Feb 10, 2017 and June 20, 2017
Progress Reports will also go home after 5th weeks of each quarter. Based on individual students, conferences are required to be held for those who are at risk of, or are performing below standards. During these conferences, remediation plans are presented to parents, reviewed and signed by students, parent(s), classroom teacher(s) and administrator. Remediation plans are also sent out based on individual students' academic performance. These are to inform parents of students' academic status.

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

Darwin School has an open door policy and welcome parents every day. Parents can request to meet with teachers via walk-in, daily before the instructional day begins or after dismissal time. Parents can request to meet teachers, via appointments during the teachers' preparation time or a school administrator at any 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.

Parents can participate as volunteers to support:
1. Teachers in classrooms and tutoring students
2. Lunchroom duties, universal breakfast in the classrooms, and during parent meetigs (set up and organization)
3. Parent patrol (providing safety on external school grounds and perimeters). Prior to becoming tutors, they must follow all CPS compliance, such as fingerprinting, background checks, interviews, and training. Ms. Ines Diaz, our parent coordinator initiates and reviews all related processes and activities.

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

Darwin requests parents to support students' academic successes via monitoring students' attendance and punctuality, class work and homework assignments, and monitoring a positive responsive behavior (PBIS- Positive Behavior Intervention and Supports) and the Leader in Me home implementation. Darwin has developed a partnership with Logan Square Neighbors Association (LSNA) where mentor parents receive intensive training to assist teachers as instructional aides.
Parents can attend monthly PD and workshops held by field experts; topics includes not limited to reading strategies, assessment information and interactive activities that educate and provide parents with academic support for their students. All topics are derived based on data analyzed by data team.
Darwin has a partnership with Wright College to provide parents daily ESL and GED classes.

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 can provide suggestions and recommendations via Local School Council (LSC) during monthly meetings.
Parents with students who are at risk or performing below standard play an active role in planning for strategic, remediation plans with the classroom teachers quarterly (report cards) and every 5 weeks (progress reports) and with additional meetings as needed.
Parents of students with special needs meet with their special education provider, school counselor, and all associate professionals to review, develop and/or amend students'Individual Education Plan (IEPs), annually as mandated with additional meetings as needed.
The school has two suggestion boxes in both building for parent to provide feedback and suggestion for improvement.

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).

Darwin promote and encourage students to fully support and participate in decision making process for their academic successes, daily attendance and punctuality, completion of class work and homework assignments, and exhibition of positive and appropriate behavior (PBIS- Positive Behavior Intervention and Supports).
Darwin School is a Leader in Me school that promotes leadership development in all students and faculty. The leadership building is based on the work of Stephen Covey the 7 Habits of Highly Effective People.
Consequences as stated by CPS Student Code of Conduct and reward system as stated by school-wide expectations with PBIS, will be enforced to promote students' social, emotional, and academic achievements. Darwin School follow a restorative practice approach to discipline students with dignity and support improvement of relationship among all students and faculty members.

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 increast student academic achievement through parental involvement; specify your goals.

To support Darwin NCLB parents monthly meetings with supplies, refreshments and speakers.

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.	$ 960 .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.	$ 1840 .00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 0 .00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$ 0 .00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ 0 .00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schoolsmust follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$ 542 .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.	$ 0 .00
53510	**Postage** Must be used for parent involvement programs only.	$ 0 .00
53306	**Software** Must be educational and for parent use only.	$ 0 .00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$ 0 .00