Carl von Linne Elementary School (/school-plans/452) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
01/28/2016	Grade Level Teams	Reviewing 5 Essentials Report
02/10/2016	LSC Members	SEF Overview
02/17/2016	ILT Members	SEF Analysis and Roles

02/25/2016	ILT Members	SEF Analysis
03/31/2016	Grade Level Teams	Priority Goals
04/08/2016	Grade Level Teams/ILT/Math Teams	Strategies
04/11/2016	Math Team	Strategies
04/13/2016	LSC Members	Strategies
04/18/2016	Adminstration	Custom Goals
04/19/2016	Administration	Strategies
04/20/2016	Administration	Strategies
04/28/2016	Grade Level Teams	Action Steps
04/26/2016	Administration and N4 Data Analyst	Goals
05/05/2016	CIWP Team	Email Review of Document
02/21/2017	LSC	Review of Strategy 1

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

> Based on data from the 5 Essentials Survey, a shared vision of success is in place at Linne, with all stakeholders working toward a common goal--student success. An area that was very strong was Program Coherence--something that we would like to build upon as we set up our priorities. The State of Linne presentation which takes place each fall and spring clearly states our school's mission and budget allocation in both English and Spanish. Upon review of EOY NWEA, TRC, and PARCC, the ILT suggested adjusted time allocations for subject areas, made suggestions on staffing, and offered suggestions for some grade level PLC topics.

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

Score

1 2 **3** 4

> Our Instructional Leadership Team (ILT) meets on a regular basis, with meetings scheduled in advance at the beginning of each school year. There is representation from each of the content areas, with every member responsible for a component of the 2014-2016 CIWP. Data (BOY/MOY/EOY, attendance, writing samples, misconduct referrals, ACCESS, MSMV) is used to select the monthly topics and to drive change. Positive outcomes include the development of a school-wide "staircase curriculum" for science instruction that is aligned to the NGSS, a new school-wide attendance initiative, and the alignment of Dual Language instruction with the general education classrooms.

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

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

> Grade Level Teams work together to select Professional Learning Topics. These topics involve collaboration, student work review, model/demo lessons with debriefs, and unpacking the CCSS. At the beginning of each quarter teams determine topics for discussion based on student/teacher needs, select a team leader, and share topics with administration. The Five Essentials data indicated that Collaborative Teachers was rated as strong, with Quality Professional Development being the highest area (99). Teacher buy-in is essential to Professional Learning and input around PD is essential. Based on a review of the grade level topics and next steps, the level of involvement and fidelity varies by grade level.

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

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:

Score

1 2 **3** 4

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.

The school budget is directly aligned to the CIWP. During the presentation of budget, the alignment of resources and priority goals are outlined and presented to the LSC. Based on a recent review of schedules, the allocation of staff and alignment to students' needs is not a strength. Minutes allocated for literacy and math was adjusted this school-year to increase the amount of time in mathematics. Testing data, MOY NWEA Math, is not fully supporting the growth that was anticipated. Review of mathematics materials throughout the building as well as analysis of math curriculum maps, indicate that we lack a common scope and sequence. The MTSS team has increased the amount of time during the day supporting struggling students by decreasing the PM frequency for students not in the special education pipeline.

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.

Score

1   **2**   3   4

> Curriculum maps for literacy, aligned to the CCSS and WiDA Standards, have been created for each grade level. It is important that we take these maps to the next level so that we can thoughtfully include DL, ELs, and Social/Emotional Learning. Math maps have been created for each grade level, and while aligned to the CCSS-M, they do not include accommodations for ELs, CGP, DL, or SEL. Administration currently does not have a process for reviewing maps with content area teams or ILT members. The current math curriculum for K-5, GoMath, is an older series with noticeable gaps as it relates to NWEA.

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

> There is a strong system in place for meeting the needs of our struggling readers through intervention. Materials (LLI Kits) are available for Tier 2 and 3 support in English and Spanish literacy, however limited staffing presents challenges. The school lacks a formal, research-based system for intervention in math. In addition, while there are materials available for our students in Spanish, more are needed to support native language instruction in the content areas (Math, Science, Social Studies, Literature). Current Math materials are not fully aligned to the NWEA.

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

> Some grade level teams bring student work to the table for review. Review of math maps indicate that POM, Math Talks, and high level math tasks are in place. Review of curriculum maps in literacy indicate that the level of texts being used are grade level appropriate and high quality. While there are accommodations in place for struggling readers, there is little evidence of differentiation/more complex text for higher performing students.

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

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

> The counselor has developed a system (GearUp) for reaching all middle school students. College and career paths are analyzed and discussed with activities that include resume writing, college application process, high school fairs, and self-reflection. The Second Step curriculum that is used in all classrooms supports the end goal of college and career.

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

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

> Based on review of REACH data, instructional practices and strategies used by teachers are considered best practice and grounded in a strong research base.

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:

Score

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.

1   2   3   **4**

> MTSS quarterly grade level meetings are scheduled at the beginning of the year. Team members meet on Thursdays to discuss progress, staffing, or new candidates. MTSS extends to literacy, math, behavioral, social emotional. Check in/Check out, Second Step curriculum, and regular progress monitoring are all in place with high levels of fidelity. RSP are included in meetings, offering input and suggestions. School received an exceptional rating for SEL.

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

> Students are formatively assessed using TRC and mClass math in the primary grades. NWEA is given formatively BOY for new students, MOY for all students, and EOY as a summative assessment. Grading varies by teacher, grade level, and content area, with grade level teams agreeing on the number of expected assignments per week, weight of categories, and value of assignments. Check-in/Check-out (MTSS) is currently being utilized for students that struggle with missing work. A variety of types of teacher created assessments are in place, however there is no central bank or common framework for assessments.

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:

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

Score

1   2   **3**   4

> The Five Essentials data indicates that "Ambitious Instruction" was rated as Strong. REACH report data from the 2014-2015 SY indicates that most teachers fall in the proficient/distinguished levels in Domain 3 (a-e) indicating that instructional practices, expectations, and student engagement are strong.

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

> The MSMV/Five Essentials data indicates that Parent-Teacher Trust received a rating of 77-Strong, Peer Support for Academic Work received a rating of 60-Strong, and Student-Teacher Trust received a rating of 61-Strong. REACH data from the 2014-2015 SY indicates that most teachers fall in the proficient/distinguished levels in Domain 2 (a-d) indicating that respect and rapport, approaches to management of student behavior, and establishing a culture for learning are strong.

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

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

7th and 8th grade students are able to self-select their electives from a wide range of course offerings. Students in grades K-8 receive a variety of enrichment opportunities including, but not limited to physical education, dance, drama, music, band, violin, photography, coding, technology, library, book club, martial arts, culinary arts, Zumba, ceramics, sculpture, painting, and mural design. In addition, outside partnerships with Concordia Place provides students the opportunity to participate in extracurricular programming in areas of leadership.

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

> The MSMV Survey/5 Essentials data indicates that our students feel safe, physically and emotionally, while at school. Student safety patrol and parent patrol members work to ensure a safe perimeter. Expectations for behavior are in place, with large posters placed around the school as reminders.

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

Suggested Evidence	✓ MVMS score – "Safety" ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

Restorative Approaches to Discipline:

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

Score

1   2   3   **4**

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.

Second Step curriculum is fully implemented at every grade level. Restorative practices have been shared by the school counselor with all staff, including support personnel, through PBIS training. Positive reinforcement, or incentives, are offered weekly and quarterly. The rating of "SEL Exemplary" has been awarded to Linne. Dashboard data indicates that fewer than percent of students have been suspended during the 2015-16 school year and that there were no Level 3,4,or 5 behavior problems.

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

The Five Essentials data indicates that parents feel welcome and valued. The BAC and PAC work together, successfully, to bring high quality workshops and trainings to our parents on a monthly basis. A monthly newsletter, regular email blasts, and robocalls are all utilized to keep parents informed about events at Linne. A parent cabinet for supplies and an area with a computer, printer, overhead projector, are available for parents to use as needed. A suggestion box is available in the office for parents.

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	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 ⊘

		Rating
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 ⊘
2	Expectations for depth & breadth of Student Learning: Curriculum	1 **2** 3 4 5 ⊘
2	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ⊘
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 ⊘
3	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 **3** 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: 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: Parent Partnership	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: Safety & Order	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	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 Quality & Character of School Life: Restorative Approaches to Discipline	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				
Growth goal based on NWEA MOY data in Reading	95.00	94.00	95.00	96.00
National School Growth Percentile - Math				
Growth goal based on NWEA MOY data in Math	52.00	70.00	75.00	80.00
% of Students Meeting/Exceeding National Ave Growth Norms				
Based on data from 2014-2015 SY and MOY data in Reading and Math	57.60	*(Blank)*	63.00	65.00
African-American Growth Percentile - Reading				
Sub group not available	*(Blank)*	*(Blank)*	0.00	0.00

Hispanic Growth Percentile - Reading

Growth should mirror general education population	97.00	94.00	95.00	96.00

English Learner Growth Percentile - Reading

Based on data from NWEA MOY data	(Blank)	73.00	75.00	80.00

Diverse Learner Growth Percentile - Reading

Stronger supports and professional development for special education teachers will produce higher gains than previously seen. Data considered--NWEA MOY	36.00	14.00	40.00	50.00

African-American Growth Percentile - Math

Sub group not available	(Blank)	(Blank)	0.00	0.00

Hispanic Growth Percentile - Math

Growth should mirror general education population	47.00	73.00	75.00	80.00

English Learner Growth Percentile - Math

More professional development and a fully aligned curriculum will support higher growth levels	(Blank)	76.00	80.00	85.00

Diverse Learner Growth Percentile - Math

More professional development for special education teachers and a fully aligned curriculum will support higher growth levels. Based on our Winter NWEA data, our growth is not nearly as strong as it was last Winter.	6.00	76.00	50.00	70.00

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

Attainment levels have been steadily increasing over the last two years.	74.00	80.00	82.00	85.00

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

With the implementation of math talks and problem of the month as well as a new, CCSS aligned math curriculum, a goal of 70% is realistic	60.00	68.00	70.00	75.00

National School Attainment Percentile - Reading (Grade 2)

85% is a more realistic goal for this year based on MOY NWEA data	70.00	99.00	85.00	90.00

National School Attainment Percentile - Math (Grade 2)

85% is a more realistic goal for this year based on MOY NWEA data	60.00	98.00	85.00	90.00

% of Students Making Sufficient Annual Progress on ACCESS

ACCESS progress percentage should take into account the late exit/ dual language program that is in place	36.80	41.30	45.00	50.00

Average Daily Attendance Rate

Attendance rate historically is in the 96 percent range. Goals reflect new supports that are currently in place.	96.10	96.20	96.50	96.70

My Voice, My School 5 Essentials Survey

Currently we are at well-organized and based on feedback from staff, parents, and students, we fully expect to remain at that level.	(Blank)	(Blank)	(Blank)	(Blank)

Custom metrics

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
Student On Track Rate				
Our MTSS team has included attendance, behavior, and academic goals into the check-in/check-out process. An increase in the number of students on-track is anticipated.	68.90	64.30	67.00	70.00
Staff Attendance Rate				
Improvement of staff attendance, including tardies, will positively impact student achievement and should mirror student attendance goals.	0.00	93.60	95.00	96.00
% Students at DIBELS Benchmark				
Increase the percentage of students moving from Red to Green on DIBELS	0.00	63.00	68.00	73.00

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
provide increased access to rigorous mathematical content for all students by creating more opportunities for students to participate meaningfully in the mathematical work of the class	teachers who have high expectations for all students that provide supports through pedagogical content strategies that will actively engage students in productive groupwork	an improvement in National, English Learner, and Diverse Learner Growth Percentile on the SQRP.

Tags:
Math, Diverse Learners, English Learners, Rigor

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

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Implement Three Reads strategy	Math Teachers	Apr 11, 2016 to Jun 21, 2016	Implementation in classrooms occur as planned by grade level teams	On-Track

Math, Diverse Learners, English Learners

Collaboratively plan math lessons using the Neurodevelopmental Framework as learned in the Math for All Professional Development.	4th/5th Math Teachers, including teachers of diverse learners	Oct 31, 2015 to May 31, 2017	Regular check-in and feedback from Math For All facilitators	On-Track

Math, Diverse Learners, English Learners, Teacher Teams/Collaboration

Regular implementation of Math Talks	Math Teachers	Sep 30, 2015 to May 31, 2017	Shared Math Talk prompts	On-Track

Math, Diverse Learners, English Learners, Math talks

Action step	Responsible	Timeframe	Evidence for status	Status
School-wide implementation of problem-solving through implementation of multi-leveled Problems of the Month	Math Teachers	Sep 30, 2015 to May 31, 2017	School-wide Problem of the Month Gallery	On-Track

Math

Plan and execute a Family Math Night	Math Teachers	May 18, 2016 to May 18, 2016	Sign in sheets	On-Track

Math, Family and Community Engagement

Implementation of CCSS-aligned mathematics curricula which includes acceleration and remediation components	Math Teachers	Sep 6, 2016 to May 31, 2017	Unit Plans	On-Track

Math

Implement cooperative learning structures (i.e. Turn and Talk, Think Pair Share, Novel Ideas Only, total participation techniques, etc ...)	Math Teachers	Sep 30, 2016 to May 31, 2017	Observations	On-Track

Math, Best practice

Comprehensive professional development on pedagogical content strategies that differentiate student learning	Math Teachers and ILT	Aug 29, 2016 to Sep 3, 2016	Agendas	Behind

Professional development, Differentiation, Rigor

Strategy 2

If we do...	...then we see...	...which leads to...
create systems for PLCs that consistently focus on students and their learning	a shared vision among staff members of what high quality instruction, differentiated, rigorous, and meaningful tasks, aligned curriculum/resources, and successful student learning look like	an overall improvement in instructional practices which in turn will lead to higher levels of growth reflected on the National, English Language and Diverse Learner Growth Percentile on the SQRP

Tags:
Cycles of professional learning, Culture of learning, Approaches to teaching and learning

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

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
ILT reviews current P.D. document, analyzes NWEA at the grade and classroom levels, reviews attendance and SEL data and makes recommendations to administration	ILT	Jun 22, 2016 to Aug 31, 2016	Agendas and sign-in	On-Track

Cycles of professional learning, Assessments, Data analysis, Committee

Create a framework using our revised template for professional development and cycles of learning based on data-driven recommendations from ILT	Administration and ILT	Jun 23, 2016 to Aug 19, 2016	Framework	On-Track

Cycles of professional learning, Data driven instruction, Approaches to teaching and learning

First Topic/School Wide: Listening and Speaking, anchor standards 1 and 2, with all staff members involved in a learning/data cycle. ILT members will lead and model the process during grade level meetings using a pre-established protocol.	All staff members	Sep 8, 2016 to Oct 6, 2016	Agendas, notes, student work samples	Not started

Cycles of professional learning, Instructional strategy, Approaches to teaching and learning, Accountable talk, Common core state standards

Second Topic: Google Classroom PLC for classroom teachers with a focus on enhancing differentiated instruction, using the same learning/data cycle protocol. ILT members will lead and model the process during grade level meetings.	ILT	Sep 29, 2016 to Oct 20, 2016	Grade Level Agendas and Electronic Student Work Samples	Not started

Differentatied instruction, 21st century skills, Collaboration, Approaches to teaching and learning, Instructional leadership team

Grade Level Teams will collaborate to create PLC topics for Quarters 2-4 based on recommendations from the ILT and administration. Topics will address instructional practices and strategies and directly impact teaching and learning. Teams will record their learning cycle topics in the school-wide PLP.	Teachers, ILT	Oct 27, 2016 to Nov 10, 2016	Grade Level Agendas and Completed PLP	Not started

Cycles of professional learning, Grade level teams, Common planning time

Teachers will meet on Thursdays, during their common grade level time, coming together as a professional learning community, focusing on the topics that were selected.	Teachers	Nov 10, 2016 to May 31, 2017	Notes on Google Drive/PLP and Student Work samples	Not started

Cycles of professional learning, Approaches to teaching and learning

Strategy 3

If we do...	...then we see...	...which leads to...
revise and realign current literacy curriculum	a comprehensive, standards and researched-	a learning progression that will produce an

maps, with a focus on the NWEA Learning Continuum, WIDA Standards, embedded assessments, embedded social studies content for humanities courses, and Common Core State Standards

based literacy continuum that is well-organized, free of academic gaps or unnecessary repetition, addresses the needs of all learners, including ELs and Diverse Learners, and aligned across content areas and grade levels

overall improvement in National, English Language and Diverse Learner Growth Percentile on the SQRP

Tags:
Collaboration, Common core state standards, Curriculum map

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

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Classroom teachers will work collaboratively with their grade level team members to review/update current interdisciplinary literacy curriculum maps based on the units presented during the 2015-16 School year and upload to Google Drive	Classroom teachers	May 5, 2016 to May 19, 2016	Maps uploaded to Google Drive	Not started

Teacher Teams/Collaboration, Curriculum map

ILT will review 2015-2016 Maps and make recommendations based on EOY assessment data, Learning Continuum, content area gaps, WIDA Standards and CCSS.	ILT and Administration	May 20, 2016 to Aug 31, 2016	Google Doc and Agenda Notes	Not started

ILT, Curriculum map, Instruction planning

Teachers will work collaboratively with their grade level or content area team members to create comprehensive interdisciplinary literacy curriculum maps that integrate reading, writing, and social science, shared on Google Drive, that include WIDA Standards and CCSS, and address the needs of all learners	Teachers	Aug 31, 2016 to Jan 5, 2017	Google Doc	Not started

Curriculum maps

Dual Language Team members will create an ESL curriculum map that will be used in conjunction with the literacy curriculum grade level maps	DL Teachers	Aug 31, 2016 to Jan 4, 2017	Google Doc	Not started

Dual Language, Bilingual, Esl, Curriculum maps, Collaboration, English language learners

Special education teachers will work with grade level teams to identify materials and instructional strategies that will be support the diverse learner population. These strategies and supports will be used in conjunction with the interdisciplinary literacy curriculum grade level maps	Special Education Teachers	Aug 31, 2016 to Jan 5, 2017	Google Doc	Not started

Diverse Learners, Differentiated instruction, Co-teaching, Curriculum maps, Collaboration

Action Plan

District priority and action step	Responsible	Start	End	Status
✚ Implement Three Reads strategy Tags: Math, Diverse Learners, English Learners, Rigor, Math, Diverse Learners, English Learners	Math Teachers	Apr 11, 2016	Jun 21, 2016	On-Track
✚ Collaboratively plan math lessons using the Neurodevelopmental Framework as learned in the Math for All Professional Development. Tags: Math, Diverse Learners, English Learners, Rigor, Math, Diverse Learners, English Learners, Teacher Teams/Collaboration	4th/5th Math Teachers, including teachers of diverse learners	Oct 31, 2015	May 31, 2017	On-Track
✚ Regular implementation of Math Talks Tags: Math, Diverse Learners, English Learners, Rigor, Math, Diverse Learners, English Learners, Math talks	Math Teachers	Sep 30, 2015	May 31, 2017	On-Track
✚ School-wide implementation of problem-solving through implementation of multi-leveled Problems of the Month Tags: Math, Diverse Learners, English Learners, Rigor, Math	Math Teachers	Sep 30, 2015	May 31, 2017	On-Track
✚ Plan and execute a Family Math Night Tags: Math, Diverse Learners, English Learners, Rigor, Math, Family and Community Engagement	Math Teachers	May 18, 2016	May 18, 2016	On-Track
✚ Implementation of CCSS-aligned mathematics curricula which includes acceleration and remediation components Tags: Math, Diverse Learners, English Learners, Rigor, Math	Math Teachers	Sep 6, 2016	May 31, 2017	On-Track
✚ Implement cooperative learning structures (i.e. Turn and Talk, Think Pair Share, Novel Ideas Only, total participation techniques, etc ...) Tags: Math, Diverse Learners, English Learners, Rigor, Math, Best practice	Math Teachers	Sep 30, 2016	May 31, 2017	On-Track
✚ Comprehensive professional development on pedagogical content strategies that differentiate student learning Tags: Math, Diverse Learners, English Learners, Rigor, Professional development, Differentiation, Rigor	Math Teachers and ILT	Aug 29, 2016	Sep 3, 2016	Behind
✚ ILT reviews current P.D. document, analyzes NWEA at the grade and classroom levels, reviews attendance and SEL data and makes recommendations to administration Tags: Cycles of professional learning, Culture of learning, Approaches to teaching and learning, Cycles of professional learning, Assessments, Data analysis, Committee	ILT	Jun 22, 2016	Aug 31, 2016	On-Track
✚ Create a framework using our revised template for professional development and cycles of learning based on data-driven recommendations from ILT Tags: Cycles of professional learning, Culture of learning, Approaches to teaching and learning, Cycles of professional learning, Data driven instruction, Approaches to teaching and learning	Administration and ILT	Jun 23, 2016	Aug 19, 2016	On-Track
✚ First Topic/School Wide: Listening and Speaking, anchor standards 1 and 2, with all staff members involved in a learning/data cycle. ILT members will lead and model the process during grade level meetings using a pre-established protocol. Tags: Cycles of professional learning, Culture of learning, Approaches to teaching and learning, Cycles of professional learning, Instructional strategy, Approaches to teaching and learning, Accountable talk, Common core state standards	All staff members	Sep 8, 2016	Oct 6, 2016	Not started
✚ Second Topic: Google Classroom PLC for classroom teachers with a focus on enhancing differentiated instruction, using the same learning/data cycle protocol. ILT members will lead and model the process during grade level meetings. Tags: Cycles of professional learning, Culture of learning, Approaches to teaching and learning, Differentatied instruction, 21st century skills, Collaboration, Approaches to teaching and learning, Instructional leadership team	ILT	Sep 29, 2016	Oct 20, 2016	Not started

District priority and action step	Responsible	Start	End	Status
✚ Grade Level Teams will collaborate to create PLC topics for Quarters 2-4 based on recommendations from the ILT and administration. Topics will address instructional practices and strategies and directly impact teaching and learning. Teams will record their learning cycle topics in the school-wide PLP. Tags: Cycles of professional learning, Culture of learning, Approaches to teaching and learning, Cycles of professional learning, Grade level teams, Common planning time	Teachers, ILT	Oct 27, 2016	Nov 10, 2016	Not started
✚ Teachers will meet on Thursdays, during their common grade level time, coming together as a professional learning community, focusing on the topics that were selected. Tags: Cycles of professional learning, Culture of learning, Approaches to teaching and learning, Cycles of professional learning, Approaches to teaching and learning	Teachers	Nov 10, 2016	May 31, 2017	Not started
✚ Classroom teachers will work collaboratively with their grade level team members to review/update current interdisciplinary literacy curriculum maps based on the units presented during the 2015-16 School year and upload to Google Drive Tags: Collaboration, Common core state standards, Curriculum map, Teacher Teams/Collaboration, Curriculum map	Classroom teachers	May 5, 2016	May 19, 2016	Not started
✚ ILT will review 2015-2016 Maps and make recommendations based on EOY assessment data, Learning Continuum, content area gaps, WIDA Standards and CCSS. Tags: Collaboration, Common core state standards, Curriculum map, ILT, Curriculum map, Instruction planning	ILT and Administration	May 20, 2016	Aug 31, 2016	Not started
✚ Teachers will work collaboratively with their grade level or content area team members to create comprehensive interdisciplinary literacy curriculum maps that integrate reading, writing, and social science, shared on Google Drive, that include WIDA Standards and CCSS, and address the needs of all learners Tags: Collaboration, Common core state standards, Curriculum map, Curriculum maps	Teachers	Aug 31, 2016	Jan 5, 2017	Not started
✚ Dual Language Team members will create an ESL curriculum map that will be used in conjunction with the literacy curriculum grade level maps Tags: Collaboration, Common core state standards, Curriculum map, Dual Language, Bilingual, Esl, Curriculum maps, Collaboration, English language learners	DL Teachers	Aug 31, 2016	Jan 4, 2017	Not started
✚ Special education teachers will work with grade level teams to identify materials and instructional strategies that will be support the diverse learner population. These strategies and supports will be used in conjunction with the interdisciplinary literacy curriculum grade level maps Tags: Collaboration, Common core state standards, Curriculum map, Diverse Learners, Differentiated instruction, Co-teaching, Curriculum maps, Collaboration	Special Education Teachers	Aug 31, 2016	Jan 5, 2017	Not started

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approced plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of 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 will be involved in the joint development and periodic review and revision of the NCLB parent plan by meeting monthly for discussion and sharing. They will have input in the decision making process by assisting with the planning for parent training and identifying workshop ideas.

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

> The Principal will hold the Title I Annual Informational Meeting on 9/20/2016 at 8:30 a.m. in the school cafeteria. The Title I PAC Organizational Meeting will be held on 9/26/2016 at 8:30 a.m. in the school cafeteria. PAC Chairs will be elected at the Organizational meeting. PAC meeting will be held on a monthly basis on the 2nd Tuesday of each month (April's meeting will be 3rd Tuesday due to Spring Break) at 8:30 in the student lunchroom (10/11/16, 11/8/16 12/13/16, 1/10/17, 2/14/17, 3/14/17, 4/18/17, 5/9/17, 6/13/17). The first meeting will focus on Title 1 requirements/parents rights. Subsequent meetings will be tailored to fit the needs of the parents, including but not limited to Bilingual/Dual Language Education (with the guidance of our BAC) and the Comprehensive Gifted Program (CGP). Invitations/details of all meetings will be listed in monthly newsletters and a follow-up invitation in both English and Spanish will be sent home in backpacks.

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.

> Parents will receive a report of their child's performance on the NWEA in reading and math, PARCC assessment, and DIBELS/TRC at the beginning of the school year during our Open House in September. Goal setting by teachers, students and parents will take place during the September Open House.

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.

> Opportunities for parents to offer suggestions will take place at each PAC meeting during Q and A with administration. In addition, committees such as the BAC, Safety Committee, and Recess/Lunch Committee all include parent representatives.

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.

> Parents will receive a report of their child's performance in reading and math on the PARCC, NWEA, DIBELS/TRC during the first Open House in September. Classroom teachers will go through the assessments with parents, followed by goal setting.

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.

> Currently all teachers at Von Linne are deemed "highly qualified". In the unlikely event that a teacher receives a rating of "not highly qualified", letters will be sent home to parents in a timely manner.

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.

At the beginning of each school year an informational workshop will be provided to parents, in both English and Spanish, explaining the following assessments: PARCC, NWEA, DIBELS, TRC, mClass, and ACCESS. Parents will have the opportunity to meet with their child's teacher during Open House for further clarification and goal setting.

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.

Parents will be offered the opportunity to register for Parent Portal during the September Open House and both report card pick-up/conference days.

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.

Teachers will receive volunteer packets to distribute to parents in an effort to maintain/increase the number of qualified parent volunteers in the school. Professional development will be provided in August that will educate all staff on the value of parent support and involvement. Workshops will be made available to parents during our monthly NCLB/PAC/BAC meetings on topics which include literacy, technology, supporting student growth at achievement at home.

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.

To fully encourage and support parents in participating in their child's education, Von Linne will provide early childhood programs through the OEC/Head Start program. Family events, including but not limited to literacy, math, science, bicultural education, and health education, (led by curriculum teams) will be provided for families outside of the regular school-day.

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.

Any document with information related to school programming, parent activities, student activities, workshops, meetings, or school-based functions will be listed in the monthly newsletter in both English and Spanish. Any reminders that are sent via email or in backpacks will be in both English and Spanish.

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)

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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.)

Every child is instructed by a highly qualified staff member who participates in current, research-based professional development. Teachers utilize best practices, integrate technology, and systematically align curriculum to the CCSS to ensure that all students possess the skills necessary to be both college and career ready. The school's mission of educating the whole child includes social emotional, fine arts, health and wellness, and rigorous differentiated instruction.

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

Parent-teacher conferences will be held on report card pick up days. Parents are encouraged to make appointments with teachers for additional conference times. Teachers are directed to regularly reach out to parents, by phone or email, to schedule additional conferences. Conferences around student attendance are scheduled by the school counselor and attendance team. Conferences related to behavioral goal setting are conducted by individual student mentors and the school counselor.

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

Progress reports will be distributed on the 5th, 15th, 25th, and 35th weeks of school. Report cards will be distributed on the 10th, 20th, 30th, and 40th weeks of schools. Parents will be reminded of these dates in the monthly newsletter. In addition, parents will be given the opportunity to register for Parent Portal during the Open House and parent-teacher conferences so that they are able to access their child's grades in "real time".

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

Parents will have access to staff during their preparation periods. Additional time is available during parent-teacher conferences and Open House.

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 are encouraged to observe a class by appointment, assist with lunchroom and/or recess supervision, support parents nights, attend field trips, or provide tutoring. Parent volunteer packets will be available in the main office, online, and in each homeroom. PAC officers, office staff, and teachers will be trained on how to help parents complete the volunteer process.

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

Parents will support their children's learning by attending the Open House presentation where they will learn about school and classroom expectations as they relate to academics, social emotional learning, and attendance. Teachers will periodically share information and learning strategies via their classroom websites. All classroom websites are directly linked to the school website. Parents will have the opportunity to register for the parent portal during Open House and parent-teacher conferences. Strategies and tips for helping students at home will be shared monthly on the school newspaper and on the website. All students in grades 2-8th receive a planner as part of student fees. Planners will provide parents with information on daily, weekly, and project-based homework assignments.

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

Monthly PAC/BAC meetings will provide parents an opportunity to participate in the decision-making process.

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).

The PBIS program via the Second Step curriculum helps to support students as they internalize the importance of good attendance, positive attitude, and being prepared for class.

Parent Budget   Complete

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

To improve communication and provide parents with essential skills by offering workshops and training in both English and Spanish. To increase parent participation by providing transportation to workshops and conferences as well as providing differentiated trainings based on parents' needs and interests.

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.	$ 0	.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$ 1505	.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 940	.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)	$ 1000	.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. | $ | 200 | .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. | $ | 200 | .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 |