



James Madison Elementary School (/school-plans/278) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
04/06/2016	Stacy Whitsett, Pamela Talbert, Stacy Stocker-Rybski, Barbara Tillman, Kimberly Washington, Allania Moore, Delana Youngblood, Darnell Garner, Marlon Morgan, Cathy Jeter, Annie Holmes, Albert Kelly, Reginald Lewis,	LSC-CIWP Introduction

Tarrah Avery

04/06/2016	Allania Moore, Darnell Garner, Barbara Tillman, Stacy Stocker-Rybski, Marlon Morgan, Karen DeMichele, Kimberly Washington, Pamela Talbert, Delana Youngblood, Stacey Whitsett, Angela Hynes	PAC-CIWP Introduction
05/11/2016	Allania Moore, Cathy Jeter, Annie Holmes, Albert Kelly, Reginald Lewis, Tarrah Avery, Barbara Tillman, Marlon Morgan	LSC-CIWP Framework
03/28/2016	Allania Moore, Darnell Farner, Barbara Tillman, Stacy Stocker-Rybski, Marlon Morga, Karen DeMichele, Kimberly Washington, Pamela Talbert, Delana Youngblood, Stacey Whitsett, Angela Hynes	ILT-CIWP Introduction
05/02/2016	Allania Moore, Darnell Garner, Barabra Tillman, Stacy Rybski, Marlon Morgan, Kimberly Washington, Pamela Talbert, Angela Hynes	ILT-MTSS
05/11/2016	Allania Moore, Tarrah Avery, Natasha Jesovic, Cathy Jeter, Annie Holmes	PAC- CIWP Introduction
06/08/2016	Allania Moore, Cathy Jeter, Annie Holmes, Albert Kelly, Reginald Lewis, Tarrah Avery, Barbara Tillman, Marlon Morgan	LSC- CIWP Priorities
06/08/2016	Allania Moore, Tarrah Avery, Natasha Jesovic, Cathy Jeter, Annie Holmes	PAC-CIWP Priorities
05/04/2016	Allania Moore, Darnell Garner, Barbara Tillman, Stacy Stocker-Rybski, Marlon Morgan, Karen DeMichele, Kimberly Washington, Pamela Talbert, Delana Youngblood, Stacey Whitsett, Angela Hynes, Kesha Neal, Andrea Mock-Guillebeaux, Nicole Crockett	Grade Cluster Meeting- Review School Effectiveness Framework/CIWP Priorities

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

1 2 3 4

James Madison Vision Statement: Madison School will be recognized as a learning community of excellence by providing high quality, differentiated educational experiences in the least restrictive environment. We will serve and positively impact the Grand Crossing Community and beyond as we aspire to become Chicago's #1 neighborhood school.

James Madison Mission Statement: In partnership with parents and community, Madison will promote academic achievement, creativity, self-discipline and mutual respect among all stakeholders. To assure the educational and personal success of all students, we will provide a high quality, standards based curriculum, infused with fine arts and technology throughout the core subject areas.

As stated in our vision and mission statement, the Madison community is committed to fulfilling a shared vision and mission of success. As evident by the results of the 2015 My School, My Voice Survey, 93% of the teachers survey indicate that leadership communicates a clear vision and makes clear to the staff her expectations for meeting instructional goals, and 86% of teachers and parents think of each other as partners in educating children.

There is; however, a need to coordinate school programs and consistently align those programs with its goals for student learning. As evident by the 5Essentials score of 68% in the area of Program Coherence, indicating a need for more implementation.

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
 - Consider the demographics of the school community in developing a shared vision.
 - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Madison's ILT is comprised of administrators and teachers from various areas of expertise--general and special education teachers, specialty teachers, administration, and the lead teachers. We have representation from each grade cluster (Primary, Intermediate, and Middle School) represented. In addition to this, we have two special education teachers and a case manager/counselor on the team. We have come to realize that we need a representative from the auxiliary department.

The ILT meets regularly to analyze data, plan PDs, reflect on what is working and what needs work instructionally, set goals and benchmarks based on student data points, and solve problems that hinder progressive student outcomes. In addition, the ILT meets with the entire staff in whole group and small group settings to discuss school-wide goals, strategies, and initiatives. The ILT attends citywide and network conferences to learn of new strategies and techniques to bring back to the staff. We have determined that we must visit schools with functioning Instructional Leadership Teams so that we have a global perspective and improve best practice.

As a measurement of effectiveness, our ILT has participated in a book study, "The Handbook for SMART School Teams: Revitalizing Best Practices for Collaboration," by Anne E. Conzemius, Jan O'Neill. Through this study, our team has determined that reflective practices needed to be implemented regularly to measure effectiveness and identify areas of improvement. As evident by the Instructional Leadership Team (ILT) Effectiveness Rubric used, our ILT has grown from a score of 15 (Not Effective) to 20 (Partially Effective).

To be specific, the scale score and evidence description is as noted below:

Scale/Evidence Description

4/All indicators are evident all (100%) of the time

3/Most (75%) indicators are evident most (75%) of the time

2/Indicators are evident sometimes (50%) and/or many indicators (50%) not yet evident

1/All or most indicators are not yet evident (0%)

To date our self-assigned values are reflected below (BOY/MOY/EOY*):

- Team composition is appropriate and shares leadership for improving teaching and learning. (2/3/*)
- Team facilitates cycles of learning and problem solving in Teacher Teams.(2/2/*)
- Meetings are scheduled, structured, and frequent. (3/3/*)
- Team uses protocols and data appropriately and asks probing questions. (2/3/*)
- Team uses timely and relevant data sources. (1/3/*)
- Team is productive and meetings result in insight and action or strategy adjustment. (3/3/*)
- Team is collaborative, transparent, and informs stakeholders. (2/3/*)

*EOY SY16 data forthcoming

Last year, most data analysis occurred in the ILT meetings and then it was brought to the entire staff for school level analysis. It was determined by the team, that there was a pressing need to build school-wide capacity for analyzing data, to inform instructional decisions. We have taken time as an entire staff to develop systems of collecting data, analyzing data, and then using this data to inform next steps in teacher planning, instruction, and progress monitoring. The team has served as support in grade level cluster meetings, brought grade level cluster data trends to meetings, and made recommendations. The data is further analyzed in teacher team leaders/ teacher team meetings for classroom level analysis. The results of these analyses often result in changes in the curriculum, pacing, strategies, staff supports, materials, schedules and /or duties.

Guide for Instructional Leadership Team

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

- All team members have equity of voice and are actively engaged in asking questions.
- Celebrate small wins and improvements.
- Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ ILT Effectiveness Rubric Score
	✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes)
	✓ Evidence that work of ILT has contributed to positive outcomes for students and staff
	✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders
	Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning
	4d. Growing and Developing Professionally
	4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP
	A2. Implements Data Driven Decision Making and Data Driven Instruction
	B5. Supports Teacher Teams

Professional Learning:

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

Score

1 2 **3** 4

We have developed a year-long plan for whole staff professional development based on school-wide data that was submitted to the network at the beginning of the school year. Monitoring of professional development is designed using teacher observations and teacher collaboration during weekly grade cluster meetings (Wednesday-Intermediate and Middle School, Thursday-Primary). Professional Development is ongoing and is listed in the staff bulletin weekly. This year's focus was based upon student needs. So that we are effective in meeting each student's need, teacher development was necessary. Effective instructional planning to support core and small group instruction was our school-wide emphasis. Professional development was also differentiated based upon individual teacher needs and practice as aligned to the Framework for Teaching. Those professional development sessions are as follow:

Page 6 & 7

*Building relationships among Madison stakeholders (i.e. students, parents, staff, community member, civic officers, etc.)

*What is the SQRP and the implications for Madison

*CHAMPS

*Second Step

*REACH-Domain 1

*Introduction to Co-Teaching training

*NWEA Data Analysis/ Effective instructional planning using the Learning Continuum

* Depaul University (Strengthening Small Group learning experiences through effective planning approaches)

*Clear Instruction and Responsive Assessment

*Responding to Student Learning Needs

*Integration of Ideas and Information from different sources

*WES Health Systems (Restorative Practice/Peace Circles)

*Kagan Cooperative Learning

*Improving Student Data with Stride Academy

*CitySpan: Personal Learning Plans to improve student outcomes

*Understanding by Design: Creating High-Quality Units

*Math For All (4th and 5th grades): Building school capacity to provide Common Core State Standards-based mathematics instruction for all learners, including students with disabilities

*Inclusive Practices in Preschool: Using evidence based practices to support children with and without disabilities in the preschool setting

Guide for Professional Learning

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda?
	✓ PD agendas, PD feedback surveys
	✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	✓ SQRP Attainment and Growth
	✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	82. Observes and Evaluates Staff and Gives Feedback to Staff 86. Professional Development Provided for Staff

Aligned Resources:

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

Score

1 2 **3** 4

School discretionary funding is aligned to identify the needs and priorities of the CIWP. Funds were used towards various initiatives such as intervention materials and technology (i.e. Chromebooks, programs, etc.). According to the results of the 2015 My School, My Voice survey, 43% of staff indicated that they have no input in planning how discretionary school funds should be used. The ILT monitors the school's improvement plan frequently to make sure the school is addressing the priorities. As a result of the 5Essentials survey, the following resources were implemented to better align time, budget, staff, and other resources to school priorities:

- *Block Schedule Time
- *Stride Academy
- *Khan Academy
- *MTSS Daily Intervention Time built within the middle school schedule to support student academic and social emotional learning needs
- *DePaul University (Dr. Radner)-Small Group Instructional Coaching
- *Mr. Darnell Garner-Diverse Learner Teacher/Assistant Principal, scheduled to support DL teacher, students, and clinician staff with case management support responsibilities, serve as Madison's Culture and Climate Administrator (Behavior, Attendance, Dean, etc.), Community Partnership Liaison
- *Mrs. Stacey Whitsett Diverse Learner Teacher/Co Case manager will expedite the IEP process with additional special education support and experience for assistance to case manager/counselor.
- *Mr. Isaiah Thompson, P.E. Teacher/ (SEL-Student Check-in Coordinator)
- *WES Health System-External Community Partner-(Wednesday Small Group Peace Circles, One-on-One Interventions, Student PDP (Social Emotional), One on one teacher support, Crisis Intervention Family meetings
- *Saturday Academic Enrichment
- *After-school Academic Enrichment
- *21st Century After-School Program
- *A Knock at Midnight-External Community Partner: Support social emotional learning with students grades 6th through 8th
- *NED Show- External Partner, Program to enhance social emotional learning for grades Kindergarten to 5th grade
- *Second Step
- *Special Education Classroom Assistant- schedule to accommodate unique needs of diverse learners students

To monitor effectiveness, we conduct bi-weekly monitoring of Dashboard, complete weekly anecdotal reports to monitor intervention snapshots, use Stride Academy Reports to capture assessment results, and review grade cluster teacher survey data.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

1 2 3 4

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.

All curriculum maps aligned to the Common Core standards were provided to all teachers by Network 12. Since, we have only one teacher per grade level, teachers work with their department level groups called grade clusters to complete and review lesson plans. All students have been exposed to the common core standards and assessed weekly based on instruction and the standards.

The gradebook audit given in March indicated that 33% of teachers exposed and assessed their students to 88% of the Common Core Standards in the pacing guide. In addition, 67% of the teachers exposed and assessed 53% of the Common Core Standards as sequenced in the pacing guide. As a result of this audit, it has been determined that moving forward there is a need for quarterly audits to be implemented to support increased opportunities for student learning.

There was also need to close the improve core and small group instructional practices, monitor the effectiveness of instruction, and monitoring of student progress. Therefore, we have implemented the use of a variety of monitoring tools and instructional support. School-wide use of an Instructional Curriculum Binder has been utilized to organize and track a variety of data points in core and small group instruction. Items in these binders are examined and used as discussion points during grade cluster meetings.

Other school-wide elements in our curriculum includes the following:

*Gradebook rubric

*Stride Academy- online program for academic intervention, enrichment, assessment, and and progress monitoring

*Nearpod, interactive classroom tool for middle school science and math teachers to engage students with interactive lessons aligned to NGSS and CCSS

*Progress monitoring Tools- (Primary-Dibels/TRC/Mclass Math, 3th-8th Small Instruction Progress Monitoring Tool),

*Second Step social skills to support Tier 1 social emotional strategies

*Curriculum Maps

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=Y3BzLmVkdXxrY3xneDoyYjllNGI4MmY3YTlxYTgz>), etc.)
- Integrate academic and social emotional learning.
- Reach outside of the classroom for real world (or simulated) application. For example,
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

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

Instructional Materials:

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

Instructional materials across grade levels are aligned to the standards. Textbooks are current and since we have only one grade classroom per grade level, it was important that each cycle provide instruction from the same series to provide consistency. Teachers supplement these programs with various programs based on student needs at specific grade and levels.

Materials utilized are as listed below:

- *GoMath
- *Ready Common Core (Reading)
- *Progress Monitoring by Sadlier (Reading and Math to support Core Instruction)
- *Common Core Support Coach by Triumph Learning (Reading and Math to support small group instruction)
- *Authentic Text
- *EngageNY
- *Headsprout
- *Heinemann Leveled Reading Intervention (Primary grade levels)
- *Voices Leveled Readers
- *Nearpod
- *Sing, Spell, Read, and Write
- *Heggerty (Headstart-2nd Grade)
- *Prepdog.org
- *Splashmath.com
- *Class Dojo

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

Madison is continuing to build teacher capacity to raise the rigor in student tasks. When examining the 5Essentials Report for 2015, it indicated that the score for Ambitious Instruction was 61, which indicated that more implementation is needed. Based upon the University of Chicago My Voice, My School Survey, it stated, "In schools with strong Ambitious Instruction, classes are challenging and engaging. The instruction is clear, well-structured, and encourages students to build and apply knowledge. When combined with a supportive environment, Ambitious Instruction has the most direct effect on student learning. It is:

- well-defined with clear expectations for student success,
- interactive and encourages students to build and apply knowledge,
- well-paced (not measured), and
- aligned across grades (not measured).

Using this as a guide in examining rigorous student tasks, observations in the form of evaluations using the Framework for Teaching, walkthroughs, lesson plan analysis and feedback, and 5Essentials data was used to determine practices for gauging rigor. Based upon the current Framework for Teaching ratings in the area of Engaging Students in Learning (Domain 3, Component 3c), 7% of teachers were rated Distinguished, 60% had a rating of Proficient, 20% were Basic, and 13% scored Unsatisfactory.

Because 33% of our teachers scored below proficient, it was vital to increase teacher capacity to plan lessons that expose students to higher levels of cognitive rigor. Through the analysis of lesson planning and feedback, cognitive rigor was determined by the use of Webb's Depth of Knowledge. On average, the school-wide DOK for learning objectives scored at a level 2. As a result of this, more work will be needed in designing learning objectives and the successful scaffolding of rigor on a weekly basis as evident in lesson planning and classroom level implementation.

In addition to the aforementioned methods and measurements of examination, we use additional methods to examine student work and raise the rigor in student learning tasks. These methods include,

- *Quarterly Data meetings
- *Weekly Grade Cluster meeting
- *Curriculum Binders that include lesson plans, weekly samples of learning tasks, exit tickets, and formative and summative assessments
- *Student exposure to more CCSS aligned activities through the use of technology
- *Network 12 Learning Rounds, check-ins, observations, and walk-throughs
- *Field trips aligned to standards-based objectives
- *Teachers are implementing small group instructional practices that are geared to improve the strategic and intentional small group and individualized instruction. They are using the NWEA data, instructional strategies, tools to measure intellectual rigor (Hess Matrix of Cognitive Rigor), and the Learning Continuum to design high quality learning opportunities for students.
- *Student/Teacher Data Talks
- *Math Competitions- Learn Storm- Middle School students are participating in a state-wide math competition provided by Khan Academy. Khan Academy is an online resource that employs practice exercises, instructional videos, and a personalized learning dashboard that empower learners to study at their own pace in and outside of the classroom.
- *Progress monitoring as measured by Dibels, TRC, Mclass

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
 - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
 - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
 - Tasks are Integrative to draw on multiple standards.
 - Teach for Robust Understanding in Mathematics (TRU Math ([https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20\(Short%20Version\).pdf?attredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
 - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
 - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

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

It was determined that more work is needed to improve transitions, college & career access, and persistence. There was not enough evidence to support strong sustainable structures to highlight and lay the groundwork for robust programming geared to support equitable access to early postsecondary awareness and preparation for successful college and career experiences. Using qualitative data, there were a few practices that noted that Madison is in the developing stages of building a culture for promoting advantageous pathways to college and careers. The mission and vision statement does not place an aim for student preparation. There were no consistent school-wide programming, nor was there multiple experiences throughout the year to support school-wide priority of advanced learning experiences and exposure to careers. It must be noted that there were some elements of school practices that supported college and career success.

In previous years, Madison offered occasions throughout the school year for students and staff to wear college jerseys. There was a college pennant on display outside of each classroom door. College and Career week was conducted each year for outside guests to share their college/career experiences and supply college brochures. Additionally, the school counselor created a course for the 3rd through 8th grade students that addressed college and career readiness and social-emotional issues that was taught once per week for each grade level.

The structures we currently have are predominantly geared to middle school students. Grades 6th through 8th, participated in a 2 day tour of Columbia College. On these tours, students had the opportunity to visit the school's science department. They attended science focused lectures with other college students, conducted experiments in their state of the art science lab, walked the campus, and dined in the cafeteria.

Other experiences included, a school-wide trip to DePaul University. Where students, school-wide took a bus tour of the school's campus and they attended a college basketball game.

Our eighth grade students visited the City-wide High School Fair at Navy Pier.

Lastly, students and their parents in grades 7th and 8th participated in one-on-one high school meetings with the principal. In these meetings, parents and students discussed student NWEA assessment data, grades, the high school options they qualify for, deadlines, and other planned 8th grade High School events. As a result of this conversation and the high school fair, Madison is now tracking the number of students who are accepted in selective enrollment high schools in the City of Chicago.

Madison Elementary has also begun the ON-Track Challenge where students and teachers monitor the Student On-Track percentage every 5 weeks. These percentages are posted outside classroom doors. As a result of this progress monitoring method, students and teachers alike are monitoring the number of students who have a grade of C and above, 95% attendance, and behavioral referrals below 3. Teachers are using this data to engage students in discussion about college and career readiness.

Guide for Transitions, College & Career Access & Persistence

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

process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with:

- Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
- Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
- Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
- Applying to multiple colleges—generally three or more.
- Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

Score

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

1 **2** 3 4

Based upon classroom walkthroughs and observations, 67% of teachers post learning objectives and review them with the students before the lesson begins with fidelity. Questions from teachers tend to be literal and yes/no responses without requiring students to elaborate or justify responses. The Framework for Teaching Evaluation summary indicated that in the area of Using Questioning and Discussion Techniques where the elements tied to this component include use of low-and high-level questioning, discussion techniques, and student participation and explanation of thinking, scores indicate that 73% of teachers are at proficient, and 26% of the teaching staff scored below proficient. This indicates that more work must be around the development of sound planning and the use of divergent, or differing, as convergent questions, framed to invite students many opportunities to plan educated guesses, make connections, challenge previously held views, and provide task or text based evidence to support claims.

Teachers have purposefully sequenced and aligned standards-based objectives using the scope and sequence in a pacing guide. Teachers have received professional development, modeling, a year of safe practice, and researched-based information on the process and technique of scaffolding instruction and on using formative assessments during and after instruction but it is not evident as a frequent practice of most teachers. According to the My Voice, My School survey, 70% of teachers agree that the curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
 - Guide students to articulate the relevance of the objective(s) to learning.
 - Anticipate possible student misunderstanding.
 - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
 - Enable students to contribute to extending the content by explaining concepts to their classmates.
 - Build on students' language development and understanding of content.
 - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
 - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
 - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own

- questions and respectfully challenge one another using viable arguments based on evidence.
- Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
- Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
 - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
 - Provide targeted supports to individual students or groups of students based on their identified needs.
 - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
 - Monitor progress and check for understanding for individual students.
 - Change instructional practice based on analysis of current data.
 - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
 - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

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

Score

1 2 3 4

Madison uses DIBELS to screen K-2 students in reading at the beginning of the year; and the Woodcock Johnson to diagnosis students who have been referred for MTSS. Intervention programs are in place but are not used with a high level of fidelity. As of February 2016, 83% of teachers have implemented small group interventions using NWEA MOY and 5 week Interim assessment data to inform their instructional decisions for small group, and they are conducting small group sessions with students with fidelity as evident by exit tickets, progress monitoring tools, and assessment data kept in their Instructional Curriculum Binder.

Small group instruction is embedded within the Math and Reading blocks. Therefore, interventions are done at the classroom level during small group instruction and through pull-out and push-in support. Interventions are monitored through Pre/Post Tests and Benchmark assessments every 5 weeks in Reading and Math. Remediation Plans are completed for every failing student and submitted to the principal for ILT review. A conference with the parent is required to review and sign the Remediation Plan. We currently have block schedules of 120 minutes for literacy and 90 minutes for math in the K-5 cycles. For our 6th - 8th departmental students, we have a 60 minute literacy block and a 60 minute mathematics block.

Teachers establish supports in their classrooms that promotes positive behavior. This is also anchored through a school-wide researched based curriculum called Second Step designed to teach and instill positive social-emotional skills. This curriculum is embedded within the social studies content area and explicitly taught each week. The school is in the developing stages of a school-wide discipline approach by implementing CHAMPS and a restorative practice programming with the help of a school coach who regularly train, support, and offer feedback to teachers, staff, and students in restorative techniques. What's more, we use a variety of tracking tools to monitor school-wide progress.

To provide additional Tier 2 and 3 supports to students, we have partnered with WES Health Systems and A Knock At Midnight, MTSS Team, and a MTSS Attendance Team. Madison Elementary School has collaborated with WES Health Systems. This yearlong partnership will provide social emotional support for students in crisis, school-wide staff training on non-confrontational approaches to restorative practices, and peace circles designed to develop healing, conflict resolution, and leadership. They will

also serve as an additional resource for Madison families in crisis.

Madison's middle school students (i.e. All Stars) who need Tier 2 supports are collaborating with external partner called A Knock at Midnight. As part of our efforts to enhance social emotional learning supports, our middle school students and teachers are participating in weekly trainings including but not limited to :

- Violence prevention,
- Gang prevention
- Substance abuse prevention
- Character development
- Conflict resolution
- Male/Female responsibility
- Relationship development

Historical data found on Dashboard regarding MTSS Tier 2 and Tier 3 suggest that our students' behavior negatively impacted their academic performance. We decided to support the behavior and academic needs of our 6th through 8th students by providing the teachers with an opportunity to structure support in reading and/or math through the use of technology (i.e., Stride Academy, Khan Academy, Prep Dog, Nearpod) and hands-on small group instruction during the 60 minute MTSS block time.

The effectiveness of our multi-tiered systems of support is being monitored by Dashboard matrices, as well as qualitative data collected by teacher and students.

Although more work must be done to improve the culture and climate of our school, data supports the fact that we are moving in the right direction through implementation of multiple supports tailored and aligned to the needs of each student. This is evident by comparison data collected on the Dashboard system. In the matrix that show the percentage of all incidents that result in an in-school and out of school suspension, showed the following:

2012-2013

In-School Suspension-0%

Out of School Suspension- 98%

2013-2014

In-School Suspension-0%

Out of School Suspension- 93%

2014-2015

In-School Suspension-4%

Out of School Suspension- 55%

2015-2016

In-School Suspension-25%

Out of School Suspension- 18%

Currently, the response to Group 1, 2, 3, 4, 5, and 6 for the 2015-2016 school year showed that to date,

*Out of School suspensions were used 6% of the time

*In-School suspensions-8%

*Detentions were used-5%

*Instructive, Corrective, and Restorative Practice- 69%

*Other-13%

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
 - Empower student to advance their learning.
 - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
 - Classrooms are student-centered with student agency.
 - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
 - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
 - Monitor students requiring and receiving targeted and intensive instruction/interventions.
 - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
 - Determine appropriate interventions for students or groups of students not making adequate progress.

- Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP)** (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>) goals and intervention strategies for students requiring school year supports as described in **Elementary School Promotion Policy (Board Report 09-1028-PO2)**.
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

Score

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.

1 2 **3** 4

The grade level clusters organizes, distributes and engages in school-wide analysis of assessment data from district assessments to school-level weekly assessments. The primary department effectively uses screening, diagnostic, benchmark, formative and summative assessments to frequently monitor student progress. While our intermediate and middle school teams use interim, formative, and summative assessments to monitor student progress. Assessment accommodations and modifications are in place and are implemented during all testing sessions for students with disabilities throughout the school year. All interim and standardized assessments are modified for our diverse learner population. And, we have implemented a computer-based interim assessment that all general education students use to demonstrate learning with interim assessments. 93% of teachers surveyed on the 2015 My Voice, My School survey agreed that there is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school.

Weekly assessments, 5 week interim, gradebook, binder, grade cluster meetings to analyze the effectiveness of practice and assessment results, progress monitoring, reteaching/retake practices, student data and goal setting meetings

In addition to this, we analyze On-Track progress monitoring data every 5 weeks and we have scheduled bi-weekly Dibels/TRC/Mclass progress monitoring.

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
Measures	✓ Grade distribution reports (course success rates)
	✓ 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
CPS Performance Standards for School Leaders	4b. Maintaining Accurate Records
	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 **3** 4

We are in the developing stages of CHAMPS implementation. More work is needed to fully engage all elements of CHAMPS with fidelity. In the classroom, the Framework for Teaching ratings in the area of Establishing a Culture for Learning indicated that 87% of teachers scored proficient and above, while 14% of our teaching staff scored below proficient.

When using the 5Essentials Survey, the area of Supportive Environment, the school is safe, demanding, and supportive, the score was 49, indicating Average Implementation. In the area of Collaborative Teachers, the score was 54 also indicating Average Implementation. There was more implementation in the area of Ambitious Instruction, as evident by a score of 61.

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	<ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> 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 5Essentials survey was used to inform decisions for Madison. There is a rating of average implementation, therefore more work has to be done to develop a culture and climate that encourage trust. SEL strategies are used to assist students in conflict resolution, Peace Circles and Restorative, Instructive, and Corrective Practices are being utilized 69% of the time. We have also partnered with A Knock At Midnight to support Tier 2 Social Emotional Learning in the Middle School, and the NED Show to support SEL in Intermediate and Primary grade levels.

Framework for Teaching indicates 87% of our teachers are creating an environment of respect and report. There is work needed when demonstrating a knowledge of students. This ties along with our professional development emphasis of instructional planning. REACH data denotes that 63% of teachers received a rating of proficient, while 38% earned an unsatisfactory rating in this area.

According the 2015 My Voice, My School Survey, 93% of staff surveyed feel that the school works hard to build trusting relationships with parents. A new morning announcements seek to build community with students by celebrating birthdays and other important milestones. The principal however, does lead the work to empower families and community engagement in activities such as parent-teacher conferences, celebrations of learning, school-wide assembly programs, community forums, and LSC and PAC meetings. Additionally, the school created a new Parent Resource Room for parents, grandparents, step parents, and other caregivers of Madison in order to provide them with the tools they need to become engaged in the school community.

Guide for Relational Trust

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

Madison has received the After School All Stars grant for the past several years, the 3rd District Sorts of Sports program, and the 21st Century grant which all allow students to choose programs based on their various interests and/or talents. We have also receive a \$10,000 grant from Ingenuity to support our Fine Arts Program. In addition to this Madison support student voice and interest through the following activities:

Middle School Student council, Learning garden, Dance team, Rock Band, Madison Choir, Flag Football, Art club decorations for school wide events, Spring Fling, Principal's Report, Earth Day clean up, After-school basketball, Student Council Fundraising Events, Across Grade Level Peer Tutoring, Science Club, Chicago Bulls Holiday Food Drive

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

Madison has worked to improve safety and order. This year, we were granted support of Safe Passage, because 71% of students indicated that they did not feel safe coming to and from school. We also changed the doors by which parents and visitors enter the building only students and staff access door 4 and all others can be more closely monitored. Support staff and security duty schedule was aligned to high priority times of supervision.

So that students felt physically and emotionally safe in and out of school, we have employed the following:

CHAMPS Classroom Management Plan and SEL supports
 Second Step
 School Safety Plan
 MTSS Team
 Safe Passage
 LSC Safety Committee
 Parent Volunteers
 WES Health Services
 PBIS Incentives (Madison Bucks and Madison Incentive Store)

We are still in the data collection and developmental stages of structuring strong and sound systems of support.

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
 - Manage classroom routines and procedures to maximize instructional time.
 - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
 - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
 - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
 - All adults use active supervision (move, scan, and interact) in all settings.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
 - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

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

Score

1 2 **3** 4

Teachers establish supports in their classrooms that promotes positive behavior. This is also anchored through a school-wide researched based curriculum called Second Step designed to teach and instill positive social-emotional skills. This curriculum is embedded within the social studies content area and explicitly taught each week. The school is in the developing stages of a school-wide discipline approach by implementing CHAMPS and a restorative practice programming with the help of a school coach who regularly train, support, and offer feedback to teachers, staff, and students in restorative techniques. What's more, we use a variety of tracking tools to monitor school-wide progress.

To provide additional Tier 2 and 3 supports to students, we have partnered with WES Health Systems and A Knock At Midnight, MTSS Team, and a MTSS Attendance Team. Madison Elementary School has collaborated with WES Health Systems. This yearlong partnership will provide social emotional support for students in crisis, school-wide staff training on non-confrontational approaches to restorative practices, and peace circles designed to develop healing, conflict resolution, and leadership. They will also serve as an additional resource for Madison families in crisis.

Madison's middle school students (i.e. All Stars) who need Tier 2 supports are collaborating with external partner called A Knock at Midnight. As part of our efforts to enhance social emotional learning supports, our middle school students and teachers are participating in weekly trainings including but not limited to :

- Violence prevention,
- Gang prevention
- Substance abuse prevention
- Character development
- Conflict resolution
- Male/Female responsibility
- Relationship development

Because historical data found on Dashboard suggested that MTSS Tier 2 and Tier 3 programming for behavioral support was need more in grades 6th through 8th, we have a daily structured 60 minute MTSS Block time.

The effectiveness of our multi-tiered systems of support is being monitored by Dashboard matrices, as well as qualitative data collected by teacher and students.

Although more work must be done to improve the culture and climate of our school, data supports the fact that we are moving in the right direction through implementation of multiple supports tailored and aligned to the needs of each student. This is evident by comparison data collected on the Dashboard system. In the matrix that show the percentage of all incidents that result in an in-school and out of school suspension, showed the following:

2012-2013

In-School Suspension-0%

Out of School Suspension- 98%

2013-2014

In-School Suspension-0%

Out of School Suspension- 93%

2014-2015

In-School Suspension-4%

Out of School Suspension- 55%

2015-2016

In-School Suspension-25%%

Out of School Suspension- 18%

Currently, the response to Group 1, 2, 3, 4, 5, and 6 for the 2015-2016 school year showed that to date,

*Out of School suspensions were used 6% of the time

*In-School suspensions-8%

*Detentions were used-5%

*Instructive, Corrective, and Restorative Practice- 69%

*Other-13%

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
 - A team meets regularly to organize systems that support a restorative environment.
 - Post and refer to clear, positively stated expectations and model expected behaviors.
 - Create routines and procedures central to the learning environment.
 - Engage families as partners.
 - Contact families frequently to inform them of positive student behavior and progress.
 - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
 - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.

- Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
 - Use data to determine which behaviors should be retaught or more heavily reinforced.
- Explicitly teach expected behavior and positively reinforce consistently school-wide.
- Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.**
 - Ensure classroom instruction continues when problem behavior occurs.
 - Prefer responses that do not remove students from regular instructional setting or after school activities.
 - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
 - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
 - Support teachers to engage in restorative conversations or respond to behavior incidents.
 - Provide opportunities for students to take responsibility for repairing harm caused by their actions.
 - Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
 - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
 - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
 - Designate space and consistent staff to support implementation of ISS.
 - (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

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

Parent Partnership:

Score

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

1 2 **3** 4

The principal does provide clear information to families on the school performance. K-2 DIBELS data reports are sent home quarterly to inform parents of student progress and suggestions for support at home. MAP data reports are sent home informing parents of student growth on the state assessment. Parents also receive information from the teachers during open house, report card pickup on grade level expectations, and on IMPACT's parent portal. The principal provides a monthly report on the State of Madison at every LSC meeting. Option for Knowledge packets to all families in the school. According to the My Voice, My School survey, 80% of parents report that the school regularly communicates with parents about how they can help their children learn. What's more, we have the additional programs, activities, and supports as indicated below.

Parent volunteer opportunities, PAC, LSC, Field Trips, Option for Knowledge Packets, WES Crisis Interventions, HeadStart Parent meetings, Blackboard Connect Parent Robocalls emails, and text messages, Parent portal, Gradebook parent emails, Class Dojo, Informational flyers, Marquee Messages, Open house, Back to School Bash, 8th Grade parent meetings, 5 week progress reports, Parent AM/PM Patrol, NWEA Map Reports, Amplify Reports (K-2), Student PDP Reports, Remediation Plans, Teacher/Parent and Parent/Admin Meetings to support student academic and behavior, Coat Drive, Letters to Santa Gift Drive, Assemblies, Report card Pick-up, Red Carpet Event to celebrate academic achievement

2015-2016 Parent Report Card Pickup Percentages was 72%. We will continue to develop creative ways to engage parents. This year a raffle was used, incentives for students, and a performance from our student Rock Band. We also emailed and texted families through Blackboard Connect.

Guide for Parent Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**

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

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐ = Not of focus
2	Expectations for depth & breadth of Quality Teaching: Instruction	<div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>☐</div> </div>
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	<div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>☐</div> </div>
2	Expectations for depth & breadth of Student Learning: Curriculum	<div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>☐</div> </div>
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	<div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>☐</div> </div>
2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	<div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>☐</div> </div>

2	Expectations for Quality & Character of School Life: Safety & Order	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	Culture of & Structure for Continuous Improvement: Professional Learning	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Instructional Materials	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: Restorative Approaches to Discipline	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊘

Goals

Required metrics (Elementary)

2 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
(Blank)	99.00	1.00	55.00	(Blank)
National School Growth Percentile - Math				
(Blank)	86.00	1.00	44.00	(Blank)
% of Students Meeting/Exceeding National Ave Growth Norms				
(Blank)	70.00	(Blank)	25.00	(Blank)
African-American Growth Percentile - Reading				
(Blank)	99.00	1.00	55.00	(Blank)
Hispanic Growth Percentile - Reading				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
English Learner Growth Percentile - Reading				
N/A	(Blank)	(Blank)	0.00	0.00
Diverse Learner Growth Percentile - Reading				

(Blank)	(Blank)	(Blank)	30.00	(Blank)
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African-American Growth Percentile - Math

(Blank)	87.00	1.00	55.00	(Blank)
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Hispanic Growth Percentile - Math

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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English Learner Growth Percentile - Math

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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Diverse Learner Growth Percentile - Math

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

(Blank)	76.00	12.00	25.00	(Blank)
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National School Attainment Percentile - Math (Grades 3-8)

(Blank)	39.00	10.00	25.00	(Blank)
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National School Attainment Percentile - Reading (Grade 2)

(Blank)	55.00	16.00	25.00	(Blank)
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National School Attainment Percentile - Math (Grade 2)

(Blank)	52.00	44.00	55.00	(Blank)
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% of Students Making Sufficient Annual Progress on ACCESS

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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Average Daily Attendance Rate

(Blank)	95.10	95.70	96.00	(Blank)
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My Voice, My School 5 Essentials Survey

Students survey and parent survey- Organized	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

0 of 0 complete

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

Strategy 1

If we do...

...then we see...

...which leads to...

a strategic utilization of resources (e.g. data systems, protocols, menu of interventions) and	a culture and climate that supports risk-taking, adult learning, and the use of data to drive	improved overall quality of instruction and performance of standardized assessments for
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create the infrastructure (e.g. teams) to ensure that every student has access to high quality Tier 1 core instruction along with any needed targeted Tier 2 or intensive Tier 3 instruction/interventions, embedding work within our 16-18 Continuous Improvement Work Plan (CIWP), along with having our ILTs create a clear vision and build a culture that is supportive of MTSS within our school, which includes setting and communicating expectations

instructional decision making

all learners including general education and diverse learners; which will close the achievement gap between the two groups.

Tags:
Multi-tiered support systems

Area(s) of focus:
4, 3, 1, 2, 5

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Instructional Leadership Team (ILT) schedule meetings for the school year, ensure appropriate team composition, share leadership to improve teaching and learning, plan to use the Problem-Solving Process (PSP), and plan to transfer systems and build capacity of teacher teams.	ILT	Jun 20, 2016 to Sep 2, 2016	Agenda, calendar, sign-in sheets	Completed

Multi-tiered support systems

ILT attend the Summer Principal Institute to learn MTSS expectations for the upcoming year. Based on learning and planning, school update our their SY16-18 Continuous Improvement Work Plans (CIWPs) to align the work within the school.	ILT representatives	Jul 14, 2016 to Jul 14, 2016	Agendas, HR4U Course Confirmation	Completed
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Multi-tiered support systems

ILT communicate the MTSS Action Plan and school-level expectations for implementation at the beginning of the school year. They pre-assess schools' visions and cultures by administering the Belief Survey and begin the process of building consensus for the work around the PSP. The CIWP is updated to address any new school-wide implementation plans.	ILT, General and Special Education Teachers	Aug 29, 2016 to Nov 3, 2016	MTSS Action Plan, Agendas, Sign-in sheets	Completed
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Multi-tiered support systems

School utilize resources (e.g. data systems, protocols, menu of interventions) and infrastructure (e.g. teams) to ensure that every student has access to high-quality Tier 1 core instruction along with any needed targeted Tier 2 or intensive Tier 3 instruction/interventions.	Case Manager, MTSS team, ILT, General and Special Education Teachers	Nov 7, 2016 to Apr 6, 2017	Agendas, Sign-in sheets, MTSS procedural documents	On-Track
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Multi-tiered support systems

ILT model best practices around MTSS implementation by using the Problem Solving Process, ILTs complete and review the Self-Assessment of MTSS Implementation (SAM) to assess the alignment of work to school's visions for MTSS..	Case Manager, MTSS team	Nov 7, 2016 to Apr 6, 2018	Agendas, Sign-in sheets, Self-Assessment of MTSS Implementation	On-Track
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Multi-tiered support systems

Principal and ILT reflect upon and evaluate the effectiveness of the resources and infrastructure, evaluate our MTSS vision, culture, and expectations, and complete and review the Self-Assessment of MTSS Implementation. Begin planning for next year, including the structure of ILT and their composition.	Principal, ILT	Apr 10, 2017 to Jun 12, 2017	Agendas, Sign-in sheets,	On-Track
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Multi-tiered support systems

The principal will facilitate a MTSS for CCSS Success professional development to the ILT. In this PD session, the ILT will know the district focus, expectations, and available resources for MTSS SY17, know the common language for MTSS, understand why we need to leverage Multi-tiered system of supports, increase their understanding of MTSS, understand the problem solving process, and draft a plan to monitor school-wide levels of support.	Principal MTSS Team	Aug 15, 2016 to Sep 23, 2016	Agenda, Sign-in	Completed
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MTSS, Professional Learning

Strategy 2

If we do...

a student-centered implementation of school-wide expectations, track attendance and behavior data, and classroom management structures along with a sound, research-based

...then we see...

school-wide expectations clearly taught and reinforced throughout the building, improved student attendance and behavior outcomes, and stronger instructional practices





...which leads to...

teachers contributing to school-wide expectations, a decrease in student acts of misconducts, and an improvement in student academic progress.

Social Emotional Learning curriculum

Tags:
Culture for learning

Area(s) of focus:
3, 1, 4

Action step 	Responsible 	Timeframe 	Evidence for status 	Status
Monthly MTSS Team meetings to review, discuss, and make decisions using attendance, behavior, and assessment data.	ILT Team, Principal, Assistant Principal, Reading/Math Coach	Sep 12, 2016 to Jul 10, 2017	Agendas, minutes, sign-in sheets, Dashboard Data	On-Track

Culture for learning, Culture and climate

Teachers will receive follow-up training on the CHAMPS and Second Step curriculum to explicitly teach SEL skills and integrate lesson of social and emotional strategies throughout the curriculum.	All Teachers, ESP Staff, Case Manager Counselor	Aug 29, 2016 to Sep 2, 2016	Agendas, sign-in sheets, evidence of completion	Completed
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Instruction, Champs, Second step, Culture for learning, Social emotional learning

Teachers will explicitly teach the Second Step Curriculum and CHAMPS strategies with fidelity. They will support student learning by creating posters with classroom and school-wide expectations to be displayed throughout the school building. Evidence to support the teacher's use of the curriculum will include a reduction of office referrals, reduction of level 1, 2, and 3 SCC violations, and improved ratings from weak to strong for Student-Teacher Trust as noted in the 5Essentials survey by the EOY SY 17.	All teachers and staff	Sep 6, 2016 to Jun 16, 2017	Observations, posters, 5Essentials Survey, Dashboard Behavior Matrix, Office Referral Tracker	On-Track
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Instruction, Culture of learning, Champs, Second step

School-wide incentives will be provided quarterly for student of the month, honor roll students, perfect/ excellent attendance, and exemplary behavior.	Assistant Principal ILT	Oct 24, 2016 to Jun 16, 2017	Bulletin board displays, newsletters	On-Track
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Culture of learning, Incentives

The principal will collaborate with MTSS and ILT to develop a school-wide behavior plan which will include a system for tracking infractions by grade and class, as well as repeat offenders on a monthly basis.	Principal ILT MTSS Team	Aug 15, 2016 to Oct 7, 2016	Agenda, sign in sheets	Postponed
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Culture of learning, Behavior plans

Administration will work with Network SEL specialist for on-going teacher support, training, and classroom management based on identified needs.	Administration Network SEL Specialist	Jul 25, 2016 to Aug 19, 2016	Teacher training Agenda	Completed
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Classroom management, Culture for learning

Restorative practices will be used by both administration and school staff. Reducing the number of misconducts and out of school suspensions by a minimum of 25% by the EOY SY17.	Administration Teachers	Sep 6, 2016 to Jun 16, 2017	Dashboard Behavioral Matrix	On-Track
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Restorative practices

Strategy 3

If we do...

direct, high-quality standards-based instruction in all subject areas which includes interventions and enrichment with both general and special education classrooms

...then we see...

students actively engaged in the learning process

...which leads to...

increased student performances on reading, writing, math, and science classroom/school-level and district-wide assessments.

Tags:

Instruction, Academic gain

Area(s) of focus:

1, 2, 4, 3

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Pre-K through 8th grade classroom teachers will provide differentiated instruction (which includes reteaching, small homogeneous/heterogeneous group work, and multiple opportunities for success) throughout the school year.	PreK-8 grade teachers and education support staff	Sep 6, 2016 to Jun 20, 2017	Classroom observations, check-in visits, lesson plans, Gradebook, small group templates, and Curriculum Binder	On-Track

Instruction, Instructional practices

In K-5 ELA classrooms (120 minute) and in 6-8 ELA (60 min) Balanced Literacy Reading Block will be the continued practice to provide support in phonemic awareness, phonics, sight words, vocabulary, reading, and writing instruction.	K-8 teachers	Sep 6, 2016 to Jun 20, 2017	Classroom observations, Lesson Plans, Check-in visits, Curriculum Binder	On-Track
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Instructional practices, Instruction

Formative and summative assessments will be created and administered by teachers and ILT for all core subjects that reflect the standards and the instruction.	All teachers	Aug 29, 2016 to Jun 20, 2017	Curriculum Binders, Impact Gradebook, Lesson Plan Submissions, Weekly Gradebook and Lesson Plan Audits	On-Track
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Assessment design

For math, grades K-8 will follow the a school-wide instructional block that includes math talks, guided discovery, problem solving, direct instruction, and real life applications that will support student math growth.	All teachers	Sep 6, 2016 to Jun 20, 2017	Classroom Observations, Check-in Visits Lesson plans	On-Track
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Instruction

The principal in collaboration with the ILT will a school-wide focused instructional plan for reading and math for grades 3rd-8th. During this meeting the ILT will discuss and decide upon school-wide research based instructional strategies (i.e. Gradual Release of Responsibility, Math Talks, Accountable Talks, Question and Discussion techniques, etc.).	Principal ILT	Jul 25, 2016 to Aug 19, 2016	Instructional Plan for reading and math, Agenda	Completed
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Instruction, Planning for instruction

ILT will create a data cycle calendar that includes time for assessment creation and adaptation, implementation, analysis, planning meetings, and re-teaching.	Principal Teachers	Jul 25, 2016 to Aug 19, 2016	Agenda, Data Cycle Calendar	Completed
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Instructional planning, Data cycle calendar

ILT will give professional development on instructional strategies to teachers. (Gradual Release of Responsibility, Data Driven Instruction, Small Group, etc.)	ILT Teachers	Aug 22, 2016 to Aug 26, 2016	Agenda, sign-in	On-Track
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Instructional strategies

The principal will lead a professional development to teachers on data-driven instruction	Principal Teachers	Aug 22, 2016 to Aug 26, 2016	Agenda, sign-in	Completed
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Data driven instruction

The principal will engage teachers in results driven data cycle meeting every five weeks and hold teachers accountable for the development and implementation of re-teaching plans as a result of formative and summative assessments.	Principal Teacher	Oct 3, 2016 to Jun 16, 2017	Agenda, Assessment Analysis and Instructional Plan for Teacher Form, Sign-In sheets	On-Track
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Instructional planning, Data driven instruction, Analysis of data, progress monitoring, rit instruction, small group instruction

The principal will build ILT capacity to conduct peer observations and give feedback designed to improve instructional practice. The principal will monitor the quality of the feedback and give ILT support as needed.	Principal ILT	Sep 12, 2016 to Oct 7, 2016	Agenda	Completed
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ILT, Instructional practices, Teacher feedback, Peer coaching

ILT will conduct Instructional Walk-through/Learning Round 1 to survey school-wide implementation of the instructional strategies. They will then determine individual teacher support based upon the evidence captured during the walk. Then develop professional development to the teacher clusters needing the support. Administration will continue to support individual teachers based upon the data collected.	ILT Administration	Oct 3, 2016 to Nov 18, 2016	Instructional Walk-Through Survey	Completed
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Instructional practice

ILT will do periodic check-ins with teachers and give feedback.	ILT Administration	Nov 28, 2016 to Dec 9, 2016	Check-in Tool	Postponed
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Teacher feedback

ILT will conduct Instructional Walk-through/Learning Round 2 to survey school-wide implementation of the instructional strategies. They will then determine individual teacher support based upon the evidence captured during the walk. Then develop professional development to the teacher clusters needing the support. Administration will continue to support individual teachers based upon the data collected.	ILT Administration	Jan 16, 2017 to Feb 17, 2017	Instructional walk-through survey	Completed
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Instructional practices

Strategy 4

If we do...

a strategic alignment of resources (e.g. time, budget, staff, and instructional materials) to effective scheduling, professional learning communities to support research-based approaches to learning, improve instructional practices that are based upon formative and summative assessments, and support college and career exposure to students

...then we see...





increased stakeholder engagement in the decision-making process, data-driven practices, and a culture that support post-secondary education and career choices

...which leads to...

an increase of student engagement and interest, improved student progress on classroom and district-wide assessments, and post-secondary education/career opportunities

Tags:
Aligned resources

Area(s) of focus:
1, 2, 3, 4, 5

Action step 	Responsible 	Timeframe 	Evidence for status 	Status
Grade level departments will meet to analyze data, curriculum, and instructional practices. They will make decisions that are aligned to current resources used and how it impacted the student achievement results.	Principal, Assistant Principal All Teachers	Aug 29, 2016 to Jun 16, 2017	Agenda, curriculum binder, small group planning tool, small group progress monitoring tool, assessment data, assessment	On-Track
Aligned resources, Analysis of data, progress monitoring, rit instruction, small group instruction				
Funding will be used to support ILT and teacher collaborative team meetings and professional development sessions. These funds will also be used to provide substitute teachers when needed.	Principal	Aug 29, 2016 to Jun 9, 2017	Agendas, sign-in sheets, payroll documents	Postponed
Professional Learning, Aligned resources				
Funding will be used to purchase skill and assessment building math and reading technology programs such as Headsprout and Stride Academy, as well as replenish curriculum material for the classroom.	Principal	Aug 1, 2016 to Sep 30, 2016	Purchase Orders	Postponed
Aligned resources				
Funding will be used to support after school intervention reading and math programs for benchmark students.	Assistant Principal, Selected Teachers	Oct 24, 2016 to Mar 31, 2017	Purchase orders, Sign-in sheets, payroll documents	Completed
Aligned resources				
Funding will be used to charter buses for educational field trips based on classroom instruction, sporting events, fine arts programs, college/career exposure, and school-wide incentives.	Principal, Assistant Principal, ILT	Sep 19, 2016 to Jun 16, 2017	Budget	On-Track
Aligned resources				
ILT and administration team will use the calendar and assessment data to drive teacher support through peer coaching and feedback as needed.	Principal, Assistant Principal, and ILT,	Sep 12, 2016 to Jun 9, 2017	Check-in visit feedback, Grade-cluster agenda	Postponed
Professional Learning, Aligned resources, Teacher feedback				
Professional readings will be purchased for teachers to develop school-wide efficacious approaches to teaching and learning.	Principal	Jul 25, 2016 to Aug 12, 2016	Budget	Postponed

Professional Learning, Aligned resources, Growth mindset, Efficacy

Professional readings will be purchased to support ILT learning. Materials purchased will develop their capacity use data to drive instruction, gradual release of responsibility and work as an effective leadership team	Principal	Jul 25, 2016 to Aug 19, 2016	Budget	Postponed
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Professional Learning, Aligned resources

Funding will be used to replenish Common Core and PARCC aligned core instructional materials and online resources for reading and math (i.e. Common Core Progress, Common Core Support, Ready Write, etc.)	Principal	Jul 25, 2016 to Aug 19, 2016	Budget	Completed
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Aligned resources, Instructional materials

Funding will be used to support ILT and teacher professional development (DePaul University-Polk Foundation Center for Urban Education, School Leadership Solutions)	Principal	Aug 8, 2016 to Oct 14, 2016	Budget	Completed
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Professional Learning, Aligned resources

Funding to secure community based partnerships that support student SEL and Fine Arts curriculum (i.e. Intonation, Black Star Project, Girls of Grace, Polished Pebbles, etc.).	Principal	Jul 25, 2016 to Oct 14, 2016	Budget	Completed
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Aligned resources, Community partnerships

Strategy 5

If we do...

a continual delivery and monitor high-quality Tier 1 core instruction, targeted Tier 2, and intensive Tier 3 intervention/instruction aligned to CCSS, SEL, and all content area standards

...then we see...


the application of the Problem Solving Process that would be used to analyze, determine, and close the gaps are in our instructional programs

...which leads to...

improved use of multiple data sources geared towards meeting specific student needs and accelerated student learning.


Tags:
Curriculum

Area(s) of focus:
1, 2, 3, 4, 5

Action step 

Responsible 

Timeframe 

Evidence for status 

Status

PreK-8th grade teachers will adhere to the Network 12 Curriculum Pacing Maps for K-8 Reading, Writing, and Mathematics, will implement the gradual release of responsibility model during instruction, and will provide CCSS/NGSS aligned instruction and interventions	Teachers	May 16, 2016 to Jun 16, 2017	Classroom observations, Gradebook, Weekly Gradebook Audits, and teacher lesson plans	On-Track
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Curriculum Design, Gradual release of responsibility

Formative assessments will be designed by classroom teachers to be administered weekly; summative/interim assessments every 5 weeks in K-8 reading and math.	Teachers	May 16, 2016 to Jun 16, 2017	Curriculum Binders, Gradebook, lesson plans	On-Track
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Curriculum Design, Assessments

To increase rigor in instruction, teachers will design lessons using Web's Matrix of Cognitive Rigor across the content areas	Teachers	Aug 29, 2016 to Jun 20, 2017	Classroom observations, lesson plans	On-Track
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Curriculum Design

Small group instruction will be a daily part of our instructional program to support all levels of student learning.	Teachers	May 16, 2016 to Jun 16, 2017	Classroom observations, lesson plan, small group template, Small Group Progress Monitoring Tool	On-Track
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Intervention, Enrichment, Small group instruction

Teacher leaders participate in district-wide quarterly MTSS professional learning events, sharing learning with the school community through classroom safe-practice and school-wide teach-backs.	ILT	Aug 29, 2016 to Jun 9, 2017	HR4U Course Confirmation, agenda	On-Track
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Professional development

A 60 minute MTSS block will be embedded within the middle school schedule (Grades 6th-8th). This block will be designed to offer social emotional learning interventions and targeted small group reading and math instructional interventions to improve student outcomes on the NWEA.	6th-8th Grade Teachers Administration Counselor MTSS team	Sep 6, 2016 to Jun 16, 2017	Middle School Schedule, Small group planning tool, Small group progress monitoring tool	On-Track
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Small group instruction

District priority and action step	Responsible	Start	End	Status
<p>✚ Instructional Leadership Team (ILT) schedule meetings for the school year, ensure appropriate team composition, share leadership to improve teaching and learning, plan to use the Problem-Solving Process (PSP), and plan to transfer systems and build capacity of teacher teams.</p> <p>Tags: Multi-tiered support systems, Multi-tiered support systems</p>	ILT	Jun 20, 2016	Sep 2, 2016	Completed
<p>✚ ILT attend the Summer Principal Institute to learn MTSS expectations for the upcoming year. Based on learning and planning, school update our their SY16-18 Continuous Improvement Work Plans (CIWPs) to align the work within the school.</p> <p>Tags: Multi-tiered support systems, Multi-tiered support systems</p>	ILT representatives	Jul 14, 2016	Jul 14, 2016	Completed
<p>✚ ILT communicate the MTSS Action Plan and school-level expectations for implementation at the beginning of the school year. They pre-assess schools' visions and cultures by administering the Belief Survey and begin the process of building consensus for the work around the PSP. The CIWP is updated to address any new school-wide implementation plans.</p> <p>Tags: Multi-tiered support systems, Multi-tiered support systems</p>	ILT, General and Special Education Teachers	Aug 29, 2016	Nov 3, 2016	Completed
<p>✚ School utilize resources (e.g. data systems, protocols,menu of interventions) and infrastructure (e.g. teams) to ensure that every student has access to high-quality Tier 1 core instruction along with any needed targeted Tier 2 or intensive Tier 3 instruction/interventions.</p> <p>Tags: Multi-tiered support systems, Multi-tiered support systems</p>	Case Manager, MTSS team, ILT, General and Special Education Teachers	Nov 7, 2016	Apr 6, 2017	On-Track
<p>✚ ILT model best practices around MTSS implementation by using the Problem Solving Process, ILTs complete and review the Self-Assessment of MTSS Implementation (SAM) to assess the alignment of work to school's visions for MTSS..</p> <p>Tags: Multi-tiered support systems, Multi-tiered support systems</p>	Case Manager, MTSS team	Nov 7, 2016	Apr 6, 2018	On-Track
<p>✚ Principal and ILT reflect upon and evaluate the effectiveness of the resources and infrastructure, evaluate our MTSS vision, culture, and expectations, and complete and review the Self-Assessment of MTSS Implementation. Begin planning for next year, including the structure of ILT and their composition.</p> <p>Tags: Multi-tiered support systems, Multi-tiered support systems</p>	Principal, ILT	Apr 10, 2017	Jun 12, 2017	On-Track
<p>✚ The principal will facilitate a MTSS for CCSS Success professional development to the ILT. In this PD session, the ILT will know the district focus, expectations, and available resources for MTSS SY17, know the common language for MTSS, understand why we need to leverage Multi-tiered system of supports, increase their understanding of MTSS, understand the problem solving process, and draft a plan to monitor school-wide levels of support.</p> <p>Tags: Multi-tiered support systems, MTSS, Professional Learning</p>	Principal MTSS Team	Aug 15, 2016	Sep 23, 2016	Completed
<p>✚ Monthly MTSS Team meetings to review, discuss, and make decisions using attendance, behavior, and assessment data.</p> <p>Tags: Culture for learning, Culture for learning, Culture and climate</p>	ILT Team, Principal, Assistant Principal, Reading/Math Coach	Sep 12, 2016	Jul 10, 2017	On-Track
<p>✚ Teachers will receive follow-up training on the CHAMPS and Second Step curriculum to explicitly teach SEL skills and integrate lesson of social and emotional strategies throughout the curriculum.</p> <p>Tags: Culture for learning, Instruction, Champs, Second step, Culture for learning, Social emotional learning</p>	All Teachers, ESP Staff, Case Manager Counselor	Aug 29, 2016	Sep 2, 2016	Completed
<p>✚ Teachers will explicitly teach the Second Step Curriculum and CHAMPS strategies with fidelity. They will support student learning by creating posters with classroom and school-wide expectations to be displayed throughout the school building. Evidence to support the teacher's use of the curriculum will include a reduction of office referrals, reduction of level 1, 2, and 3 SCC violations, and improved ratings from weak to strong for Student-Teacher Trust as noted in the 5Essentials survey by the EOY SY 17.</p> <p>Tags: Culture for learning, Instruction, Culture of learning, Champs, Second step</p>	All teachers and staff	Sep 6, 2016	Jun 16, 2017	On-Track
<p>✚ School-wide incentives will be provided quarterly for student of the month, honor roll students, perfect/ excellent attendance, and exemplary behavior.</p> <p>Tags: Culture for learning, Culture of learning, Incentives</p>	Assistant Principal ILT	Oct 24, 2016	Jun 16, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✚ The principal will collaborate with MTSS and ILT to develop a school-wide behavior plan which will include a system for tracking infractions by grade and class, as well as repeat offenders on a monthly basis.</p> <p>Tags: Culture for learning, Culture of learning, Behavior plans</p>	Principal ILT MTSS Team	Aug 15, 2016	Oct 7, 2016	Postponed
<p>✚ Administration will work with Network SEL specialist for on-going teacher support, training, and classroom management based on identified needs.</p> <p>Tags: Culture for learning, Classroom management, Culture for learning</p>	Administration Network SEL Specialist	Jul 25, 2016	Aug 19, 2016	Completed
<p>✚ Restorative practices will be used by both administration and school staff. Reducing the number of misconducts and out of school suspensions by a minimum of 25% by the EOY SY17.</p> <p>Tags: Culture for learning, Restorative practices</p>	Administration Teachers	Sep 6, 2016	Jun 16, 2017	On-Track
<p>✚ Pre-K through 8th grade classroom teachers will provide differentiated instruction (which includes reteaching, small homogeneous/heterogeneous group work, and multiple opportunities for success) throughout the school year.</p> <p>Tags: Instruction, Academic gain, Instruction, Instructional practices</p>	PreK-8 grade teachers and education support staff	Sep 6, 2016	Jun 20, 2017	On-Track
<p>✚ In K-5 ELA classrooms (120 minute) and in 6-8 ELA (60 min) Balanced Literacy Reading Block will be the continued practice to provide support in phonemic awareness, phonics, sight words, vocabulary, reading, and writing instruction.</p> <p>Tags: Instruction, Academic gain, Instructional practices, Instruction</p>	K-8 teachers	Sep 6, 2016	Jun 20, 2017	On-Track
<p>✚ Formative and summative assessments will be created and administered by teachers and ILT for all core subjects that reflect the standards and the instruction.</p> <p>Tags: Instruction, Academic gain, Assessment design</p>	All teachers	Aug 29, 2016	Jun 20, 2017	On-Track
<p>✚ For math, grades K-8 will follow the a school-wide instructional block that includes math talks, guided discovery, problem solving, direct instruction, and real life applications that will support student math growth.</p> <p>Tags: Instruction, Academic gain, Instruction</p>	All teachers	Sep 6, 2016	Jun 20, 2017	On-Track
<p>✚ The principal in collaboration with the ILT will a school-wide focused instructional plan for reading and math for grades 3rd-8th. During this meeting the ILT will discuss and decide upon school-wide research based instructional strategies (i.e. Gradual Release of Responsibility, Math Talks, Accountable Talks, Question and Discussion techniques, etc.).</p> <p>Tags: Instruction, Academic gain, Instruction, Planning for instruction</p>	Principal ILT	Jul 25, 2016	Aug 19, 2016	Completed
<p>✚ ILT will create a data cycle calendar that includes time for assessment creation and adaptation, implementation, analysis, planning meetings, and re-teaching.</p> <p>Tags: Instruction, Academic gain, Instructional planning, Data cycle calendar</p>	Principal Teachers	Jul 25, 2016	Aug 19, 2016	Completed
<p>✚ ILT will give professional development on instructional strategies to teachers. (Gradual Release of Responsibility, Data Driven Instruction, Small Group, etc.)</p> <p>Tags: Instruction, Academic gain, Instructional strategies</p>	ILT Teachers	Aug 22, 2016	Aug 26, 2016	On-Track
<p>✚ The principal will lead a professional development to teachers on data-driven instruction</p> <p>Tags: Instruction, Academic gain, Data driven instruction</p>	Principal Teachers	Aug 22, 2016	Aug 26, 2016	Completed
<p>✚ The principal will engage teachers in results driven data cycle meeting every five weeks and hold teachers accountable for the development and implementation of re-teaching plans as a result of formative and summative assessments.</p> <p>Tags: Instruction, Academic gain, Instructional planning, Data driven instruction, Analysis of data, progress monitoring, rit instruction, small group instruction</p>	Principal Teacher	Oct 3, 2016	Jun 16, 2017	On-Track
<p>✚ The principal will build ILT capacity to conduct peer observations and give feedback designed to improve instructional practice. The principal will monitor the quality of the feedback and give ILT support as needed.</p> <p>Tags: Instruction, Academic gain, ILT, Instructional practices, Teacher feedback, Peer coaching</p>	Principal ILT	Sep 12, 2016	Oct 7, 2016	Completed

District priority and action step	Responsible	Start	End	Status
<p>✚ ILT will conduct Instructional Walk-through/Learning Round 1 to survey school-wide implementation of the instructional strategies. They will then determine individual teacher support based upon the evidence captured during the walk. Then develop professional development to the teacher clusters needing the support. Administration will continue to support individual teachers based upon the data collected.</p> <p>Tags: Instruction, Academic gain, Instructional practice</p>	ILT Administration	Oct 3, 2016	Nov 18, 2016	Completed
<p>✚ ILT will do periodic check-ins with teachers and give feedback.</p> <p>Tags: Instruction, Academic gain, Teacher feedback</p>	ILT Administration	Nov 28, 2016	Dec 9, 2016	Postponed
<p>✚ ILT will conduct Instructional Walk-through/Learning Round 2 to survey school-wide implementation of the instructional strategies. They will then determine individual teacher support based upon the evidence captured during the walk. Then develop professional development to the teacher clusters needing the support. Administration will continue to support individual teachers based upon the data collected.</p> <p>Tags: Instruction, Academic gain, Instructional practices</p>	ILT Administration	Jan 16, 2017	Feb 17, 2017	Completed
<p>✚ Grade level departments will meet to analyze data, curriculum, and instructional practices. They will make decisions that are aligned to current resources used and how it impacted the student achievement results.</p> <p>Tags: Aligned resources, Aligned resources, Analysis of data, progress monitoring, rit instruction, small group instruction</p>	Principal, Assistant Principal All Teachers	Aug 29, 2016	Jun 16, 2017	On-Track
<p>✚ Funding will be used to support ILT and teacher collaborative team meetings and professional development sessions. These funds will also be used to provide substitute teachers when needed.</p> <p>Tags: Aligned resources, Professional Learning, Aligned resources</p>	Principal	Aug 29, 2016	Jun 9, 2017	Postponed
<p>✚ Funding will be used to purchase skill and assessment building math and reading technology programs such as Headsprout and Stride Academy, as well as replenish curriculum material for the classroom.</p> <p>Tags: Aligned resources, Aligned resources</p>	Principal	Aug 1, 2016	Sep 30, 2016	Postponed
<p>✚ Funding will be used to support after school intervention reading and math programs for benchmark students.</p> <p>Tags: Aligned resources, Aligned resources</p>	Assistant Principal, Selected Teachers	Oct 24, 2016	Mar 31, 2017	Completed
<p>✚ Funding will be used to charter buses for educational field trips based on classroom instruction, sporting events, fine arts programs, college/career exposure, and school-wide incentives.</p> <p>Tags: Aligned resources, Aligned resources</p>	Principal, Assistant Principal, ILT	Sep 19, 2016	Jun 16, 2017	On-Track
<p>✚ ILT and administration team will use the calendar and assessment data to drive teacher support through peer coaching and feedback as needed.</p> <p>Tags: Aligned resources, Professional Learning, Aligned resources, Teacher feedback</p>	Principal, Assistant Principal, and ILT,	Sep 12, 2016	Jun 9, 2017	Postponed
<p>✚ Professional readings will be purchased for teachers to develop school-wide efficacious approaches to teaching and learning.</p> <p>Tags: Aligned resources, Professional Learning, Aligned resources, Growth mindset, Efficacy</p>	Principal	Jul 25, 2016	Aug 12, 2016	Postponed
<p>✚ Professional readings will be purchased to support ILT learning. Materials purchased will develop their capacity use data to drive instruction, gradual release of responsibility and work as an effective leadership team</p> <p>Tags: Aligned resources, Professional Learning, Aligned resources</p>	Principal	Jul 25, 2016	Aug 19, 2016	Postponed
<p>✚ Funding will be used to replenish Common Core and PARCC aligned core instructional materials and online resources for reading and math (i.e. Common Core Progress, Common Core Support, Ready Write, etc.)</p> <p>Tags: Aligned resources, Aligned resources, Instructional materials</p>	Principal	Jul 25, 2016	Aug 19, 2016	Completed
<p>✚ Funding will be used to support ILT and teacher professional development (DePaul University-Polk Foundation Center for Urban Education, School Leadership Solutions)</p> <p>Tags: Aligned resources, Professional Learning, Aligned resources</p>	Principal	Aug 8, 2016	Oct 14, 2016	Completed
<p>✚ Funding to secure community based partnerships that support student SEL and Fine Arts curriculum (i.e. Intonation, Black Star Project, Girls of Grace, Polished Pebbles, etc.).</p> <p>Tags: Aligned resources, Aligned resources, Community partnerships</p>	Principal	Jul 25, 2016	Oct 14, 2016	Completed

District priority and action step	Responsible	Start	End	Status
+ PreK-8th grade teachers will adhere to the Network 12 Curriculum Pacing Maps for K-8 Reading, Writing, and Mathematics, will implement the gradual release of responsibility model during instruction, and will provide CCSS/NGSS aligned instruction and interventions Tags: Curriculum, Curriculum Design, Gradual release of responsibility	Teachers	May 16, 2016	Jun 16, 2017	On-Track
+ Formative assessments will be designed by classroom teachers to be administered weekly; summative/interim assessments every 5 weeks in K-8 reading and math. Tags: Curriculum, Curriculum Design, Assessments	Teachers	May 16, 2016	Jun 16, 2017	On-Track
+ To increase rigor in instruction, teachers will design lessons using Web's Matrix of Cognitive Rigor across the content areas Tags: Curriculum, Curriculum Design	Teachers	Aug 29, 2016	Jun 20, 2017	On-Track
+ Small group instruction will be a daily part of our instructional program to support all levels of student learning. Tags: Curriculum, Intervention, Enrichment, Small group instruction	Teachers	May 16, 2016	Jun 16, 2017	On-Track
+ Teacher leaders participate in district-wide quarterly MTSS professional learning events, sharing learning with the school community through classroom safe-practice and school-wide teach-backs. Tags: Curriculum, Professional development	ILT	Aug 29, 2016	Jun 9, 2017	On-Track
+ A 60 minute MTSS block will be embedded within the middle school schedule (Grades 6th-8th). This block will be designed to offer social emotional learning interventions and targeted small group reading and math instructional interventions to improve student outcomes on the NWEA. Tags: Curriculum, Small group instruction	6th-8th Grade Teachers Administration Counselor MTSS team	Sep 6, 2016	Jun 16, 2017	On-Track

Fund Compliance

Supplemental General State Aid(SGSA)

☒ My school receives SGSA funds

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

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

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.

Monthly PAC meetings and consistent parent outreach to increase parental participation/input as federally mandated by NCLB and Title 1.

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

Annual Title 1 will be held on September 14, 2016. Parents are invited to this informational forum to understand NCLB and Title 1 requirements. Parents are essential stakeholders. Parents will be strongly encouraged to participate in the Title 1 PAC Organization Meeting.

The PAC Organizational Meeting was held on November 9, 2016.

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

Madison ES will advertise/post Title 1 programs. This will contain a description and detail explanation of Madison curriculum, assessment tools and grade level achievement status.

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.

Information will be distributed through Madison ES monthly newsletter. PAC meetings will be ongoing on a monthly basis. Madison will schedule an open house to provide parents with an overview of school expectations academically and socially. Upon parent request, individual teacher and parent conferences can be scheduled to discuss individual student progress.

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 copy of student's State performance assessment in reading, language arts and math. Report will detail how student measure with state, district and school averages.

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.

At Madison ES if a teacher isn't considered highly qualified as defined NCLB. Parent will be notified for at least 4 consecutive weeks by mail.

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.

PARC and Maps Assessments will contain information for student progress and annual growth. The projected available date for distribution to parents will be on or before Sept. 20, 2016.

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.

NCLB Training Center for parents is available for parent training, the use of technology. Parents can participate in skill building activities and school based academic enrichment programs.

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 are responsible for constant outreach and communication to parents concerning student's progress.

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.

Madison ES will where feasible provide parents with alternative school option for pre-school and head start programs. Information is made available at the time of intake/enrollment.

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.

Through Madison ES monthly newsletters parents will received information related to monthly activities, events and parental/family programs.

Policy Implementation Activities

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

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

N/A

Parent Compact

Complete

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

Administrative support for highly qualified teachers to provide intensive challenging instructional practices in a safe and supportive learning environment.

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.

Upon request of parent and/or teacher conferences are schedule before and after school. Mandatory report card pickup day at the end of quarter 1st and 3rd quarter. Report card pickup day will be schedule for private conferences with teacher.

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

Parent Portal, Five week progress reports and quarterly report cards.

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

Upon request teacher parent conferences are available before and /or after school. Teacher and parents can also correspond through electronically.

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.

School Administration strongly encourage parents to volunteer and become activity participants in the school community.

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

Through positive parent teacher interaction, parents and teachers will take a proactive role in monitoring academic and social progress.

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

Parents will participate in monthly LSC and PAC meetings at Madison ES

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).

Parents will monitor students achievement through parent portal, school-wide activities.

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.

The school is having training and activities to empower parents and increase participation.

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.	\$	Amount	.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$	516	.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	459	.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)	\$	300	.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$	465	.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	Amount	.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.	\$	100	.00
53510	Postage Must be used for parent involvement programs only.	\$	Amount	.00
53306	Software Must be educational and for parent use only.	\$	Amount	.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$	Amount	.00