



Bernhard Moos Elementary School (/school-plans/303) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
02/29/2016	Asaf, DeGiulio, Weiss, Conway, Morales	Reviewing document, scheduling with ILT, completing self-assessment.
03/08/2016	Asaf, DeGiulio, Weiss, Conway, Morales, Simmons, Wolfeill, Golanty, Salgado, Rubio, Bucio	Reviewing survey SEF data listing evidence
03/15/2016	Asaf, DeGiulio, Weiss, Conway, Simmons, Wohlfeill, Leong, Golanty, Van Dyke, Moss, Todorova, Morales, Dufel, Salgado, Rubio, Bucio	Setting goals, strategies, action steps.
04/14/2016	Asaf, Weiss, Lappe, Simmons, Wohlfeill, Leong, Golanty, Van Dyke, Moss, Todorova, Dufel, Salgado, Rubio, Bucio	Setting ACCESS, attendance, and 5 Essentials Goals, Parent Plan
05/18/2016	Asaf, Weiss, Simmons, Moss, Van Dyke, Golanty, Conway, Morales, Salgado, Rubio, Bucio	Setting goals and fund compliance.

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

5 Essentials Effective Leadership was Green, revised mission statement to focus on IB

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

Score

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

1 2 **3** 4

ILT

- 5 Essentials Effective Leadership was strong at 65 and Collaborative Teachers was rated strong 71
- Meets every Tuesday weekly and presents at weekly grade clusters
- Analyzes data (Student work, NWEA, DIBELS/TRC)
- ILT leads grade cluster teams and plans PD and quarterly data dives
- Varied representation from learning specialists, reading, math, bilingual
- Shared ILT folder with agendas and minutes.
- Staff input on school-wide shifts
- LASW data and student discussion protocols (K-4)
- Team creates school policies
- Consistent cycle of learning focused on writing, (K-4)
- Learning walks, peer observations and opportunities for continued growth and best practices. (K-4)

Area of Growth

- more frequent learning walks for IB
- develop collaboratively

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:

Score

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.

1 2 **3** 4

-teacher led best practices for Inclusion, bilingual, writing
 -Very strong 81 on 5 Essentials
 -Daily Common planning time in schedule
 -Peer observation schedule
 -Use NWEA and ACCESS to identify levers for improvement
 -CLI partnership
 -GUST partnership
 -Bilingual PLC
 -Monthly whole school PD
 -14 teachers in ESL cohort
 -host school for frameworks
 -IB educators certificate program with DePaul university
 -Survey to inform professional learning opportunities
 -school-based Instructional support from coach

Area of Growth

-New teacher mentoring

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	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> 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

- Bilingual resources and staff, OLCE after school
- IB grants PLTW for design
- ESL cohort
- ASAS grant \$25,000
- Team interviews with demo lessons
- Master schedule includes intervention and acceleration
- related service providers provide Tier 1 instruction
- Bilingual coordinator provides opportunity for ESL support
- Review NWEA data to determine TA support
- DePaul partnership for observation hours and intervention support
- Association House PASS program
- J at School afterschool
- Google doc for instructional materials
- hands on stanzas
- First Move

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

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.

1 2 3 4

Ambitious instruction -77
Collaborative Teachers- 71
Effective Leaders – 65

-Vertically aligned writing units for K-4
-integrated opportunities for all learners
-SEL curriculum with Second Step and Advisory
-PK-8 native language in process
-Real world application in units
-Art institute partnership-
-Google docs for sharing

In process
-5th-8th and exploratory curriculum alignment
-

Areas of Growth
-use language goals
-Keeping bilinguals and diverse learners in mind while planning
-scope and sequence maps for all subjects/interdisciplinary
-Social studies and science content framework and mapping

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=Y3BzLmVkXxrY3xneDoyYjIINGI4MmY3YTlxYTgz>), 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 3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Framework for Teaching	
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

Supportive Environment- 71
Ambitious Instruction -77

Evidence:

- Reference and resource materials
- materials in English and Spanish
- Chromebooks
- RAZ kids, A-Z, Vocab A-Z, Writing A-Z, IXL, Study Island
- Brain Pop
- Moby Max
- Design/Technology
- coding 101

Needs Improvement

- Bilingual resources
- Technology
- More PD on technology
- Promethean boards

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:

Score

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

1 2 3 4

-Math masters fluency
-Ambitious Instruction- 77
-IB summative performance tasks
-ON demand writing norming

Areas of Improvement

-Mapping with performance tasks
-Shared resources
-Leveling of rigorous tasks with DOK
-Interdisciplinary performance tasks
-adapting tasks for Bilinguals and diverse learners.
-Research projects

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

Score

1 2 3 4

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)

Supportive Environment
Ambitious Instruction-

- Optional summer school and Sat. school
- 8th grade algebra
- Bilingual transition plan for ELs transitioning out
- Counselor meets with 8th graders to consult about high school
- Check-in check-out
- Project Lead the Way
- High School fair
- High School investigation day

Areas of Improvement

- Career Day
- College Day
- Catch up instruction for new transfers
- Knowledge of family and community
- Integrate Naviance

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 Biliiteracy)
 - 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

-Data driven instruction for small groups and targeted supports
 - Tiered assessments
 -5th-8th X-block with flexible groups from formative assessment to provide supports based on identified needs
 -LLI instruction for struggling readers and diverse learners (research based interventions)
 -Interventionists
 -Poetry month focus

Areas of Improvement-
 -Early childhood interventions PK-2
 -

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

Second Step and Advisory
 Check-in check-out
 -Buddy rooms
 -On track data
 Weekly MTSS meetings with interventionists, teachers, counselor and admin
 -PLPs updated and
 -LLI tracking

To Improve
 -improved parent information
 -Clear breakdown of what is tier 2 in classroom

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.

- Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
 - Empower student to advance their learning.
 - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
 - Classrooms are student-centered with student agency.
 - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
 - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
 - Monitor students requiring and receiving targeted and intensive instruction/interventions.
 - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
 - Determine appropriate interventions for students or groups of students not making adequate progress.
 - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

Score

1 2 3 4

-School-wide access to assessment data NWEA, BAS,
 -screening and assessment/progress monitoring of MTSS
 -PSI/MSI
 -Check-in Check-Out
 -Lucy Calkins
 All teachers certified in ACCESS

Areas of Improvement
 -Common Assessments
 -Common grading policies

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)
Five Essentials	✓ SQRP Attainment and Growth
CPS Framework for Teaching	Ambitious Instruction
	1c. Selecting Learning Objectives
	1e. Designing Student Assessment
	3d. Using Assessment in Instruction
CPS Performance Standards for School Leaders	4a. Reflecting on Teaching & Learning
	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,

Score

1 2 **3** 4

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.

- Growth celebrations clear growth targets
- School wide expectations posted
- Green team
- honor roll
- star crew
- publishing parties
- IB learner of the month
- teachers use positive reinforcement and praise
- Math Facts on facebook

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

- check-in check-out
- Northwestern mentors
- Talk it out
- Moo tracks
- book buddies
- SEL groups/SS grin
- How are we doing survey
- cultural night

Supportive Environment is strong on 5 essentials

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

- ASAS
- Student Government
- IB community service/Service Learning classes in grades 5-8th
- Supportive Environment-
- Building a garden
- Over 90% of student completion

Needs Improvement

- Current events

Guide for Student Voice, Engagement, & Civic Life

Students...

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data) ✓ Student interest surveys (and/or other avenue for student input) ✓ Policies regarding student engagement in decision making ✓ Student government or committee charter and responsibilities ✓ MVMS Student Survey completion rates and results
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Social Science 3.0 Social Emotional Learning Standards

Safety & Order:

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

Score

1 2 **3** 4

-Order in hallways for middle school (better modeling and supervision at beginning of year)
 -strong on MSMV
 - Afterschool unsupervised school

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
 - Manage classroom routines and procedures to maximize instructional time.

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

Score

1 2 3 4

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

- expectations posted in all areas of school
- Tier 1 classroom instruction Second Step/Advisory
- Explicitly teach expected behaviors
- green team
- check-in check-out
- cool down corner
- buddy room
- talking circles
- peer conferences
- Areas of Improvement
- behavior team (School Climate) with referrals
- 5th-8th need explicitly taught expectations
- (Lost at School) book

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

- BAC
- publishing parties
- Friends of Moos
- Playgroup for future parents
- Parent room
- Culture night
- Valentine's night
- ESL classes
- Partnership
- Coffee with the principal

Area of Improvement

- updated website
- more celebrations and performances
- demonstrations of learning
- Parent portal management
- Room moms
- Parent led
- Volunteer night
- More informative nights (Bilingual, Data, Reading, Math)
- Correct contact in SIM
- stronger committees (leader with extra prep or pay)
-

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
Measures	✓ Fundraising activities and amounts (if applicable)
	✓ How does the school honor and reflect the diversity of families including language and culture?
	✓ Five Essentials Score – Involved Families
Five Essentials	✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
	Involved Families
CPS Framework for Teaching	2c. Managing Classroom Procedures
	4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐ = Not of focus					
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1	2	3	4	5	☐
2	Expectations for depth & breadth of Quality Teaching: Instruction	1	2	3	4	5	☐
2	Expectations for depth & breadth of Student Learning: Curriculum	1	2	3	4	5	☐
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1	2	3	4	5	☐

2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	⊘
2	Expectations for Quality & Character of School Life: Parent Partnership	1	2	3	4	5	⊘
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	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 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: Restorative Approaches to Discipline	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊘
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1	2	3	4	5	⊘
4	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊘

Goals

Required metrics (Elementary)

18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
Based on previous years' SQRP data, being at this percentile for growth will push more of our students toward grade level.	92.00	69.00	70.00	80.00
National School Growth Percentile - Math				
Based on previous years' SQRP data, being at this percentile for growth will push more of our students toward grade level.	83.00	77.00	78.00	80.00
% of Students Meeting/Exceeding National Ave Growth Norms				
Based on previous years' SQRP data, having this percentage of students meet or exceed their growth targets will push more of our students toward grade level.	63.40	(Blank)	70.00	75.00
African-American Growth Percentile - Reading				
Based on previous years' SQRP data, being at the this percentile for growth for this priority group will push more of our students toward grade level.	93.00	69.00	70.00	75.00
Hispanic Growth Percentile - Reading				

Based on previous years' SQRP data, being at the this percentile for growth for this priority group will push more of our students toward grade level.	90.00	66.00	70.00	75.00
English Learner Growth Percentile - Reading				
Based on previous years' SQRP data, being at the this percentile for growth for this priority group will push more of our students toward grade level.	(Blank)	(Blank)	70.00	75.00
Diverse Learner Growth Percentile - Reading				
Based on previous years' SQRP data, being at the this percentile for growth for this priority group will push more of our students toward grade level.	71.00	1.00	11.00	15.00
African-American Growth Percentile - Math				
Based on previous years' SQRP data, being at the this percentile for growth for this priority group will push more of our students toward grade level.	55.00	69.00	70.00	75.00
Hispanic Growth Percentile - Math				
Based on previous years' SQRP data, being at the this percentile for growth for this priority group will push more of our students toward grade level.	88.00	82.00	85.00	90.00
English Learner Growth Percentile - Math				
Based on previous years' SQRP data, being at the this percentile for growth for this priority group will push more of our students toward grade level.	(Blank)	(Blank)	70.00	75.00
Diverse Learner Growth Percentile - Math				
Based on previous years' SQRP data, being at the this percentile for growth for this priority group will push more of our students toward grade level.	39.00	78.00	79.00	80.00
National School Attainment Percentile - Reading (Grades 3-8)				
Based on previous years' SQRP data, being at the this percentile for growth for this priority group will push more of our students toward grade level.	34.00	41.00	50.00	65.00
National School Attainment Percentile - Math (Grades 3-8)				
Based on previous years' SQRP data, being at the this percentile for growth for this priority group will push more of our students toward grade level.	50.00	69.00	70.00	75.00
National School Attainment Percentile - Reading (Grade 2)				
Based on previous years' SQRP data, being at the this percentile for growth for this priority group will push more of our students toward grade level.	31.00	66.00	70.00	75.00
National School Attainment Percentile - Math (Grade 2)				
Based on previous years' SQRP data, being at the this percentile for growth for this priority group will push more of our students toward grade level.	51.00	72.00	85.00	90.00
% of Students Making Sufficient Annual Progress on ACCESS				
We selected 42% to return to our growth rate in the 2014-2015 school year. We have increased our focus on writing across the content areas since writing has historically been our lowest ares in terms of scores and growth. We have also been more strategic and intentional about ensuring ESL support in the classroom. We have also had professional development around how to support ELLs across the content areas.	42.70	35.20	42.00	45.00
Average Daily Attendance Rate				

In the past, our attendance rate is trending toward 95%. Our worst attendance is in our early-childhood and primary grades. To combat this, we have attendance plans in place for individual students whose attendance is below 90% as well as the homerooms that have attendance rates below 95%. With these plans in place, our goal is to reach 95%.

94.70

94.70

95.00

95.00

My Voice, My School 5 Essentials Survey

Our goal is to increase parent involvement both within the classrooms and at home. We want to provide professional development on how to effectively engage parents in the classroom. We also want to work with parents on how to engage students academically at home and reinforce the school and classroom goals. Finally, we also want to build an inclusive parent community by organizing events at the school for all families.

(Blank)

(Blank)

(Blank)

(Blank)

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...

create a system for parent volunteer opportunities, regularly schedule parent engagement events, and provide information regarding contacting teachers and staff and parent communication resources

...then we see...

an increase in the number of parents participating in the school

...which leads to...

an increased percentage of teachers reporting on the 5 Essentials survey that parents volunteer time at the school and contact teachers about their child's performance.

Tags:

Climate and Culture, Family and Community Engagement

Area(s) of focus:

5

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

Create efficient system of volunteer opportunities (scheduling and training)

Committee

Sep 6, 2016 to
Jun 30, 2017

increased percentage of teachers reporting on the 5 Essentials survey that parents volunteer time at the school and contact teachers about their child's performance.

On-Track

Climate and Culture, Family and Community Engagement

Use flex-time PD on quarterly basis to schedule meaningful parent engagement events so that teacher participation increases.

Staff

Sep 6, 2016 to
Jun 30, 2018

4 parent engagement PDs per school year; tracking teacher attendance at the PDs

On-Track

Climate and Culture, Family and Community Engagement

Provide training on using the Parent Portal, website, and Facebook to communicate with the school and to update information on regular basis

Committee

Sep 30, 2016 to
Jun 30, 2018

Data from Parent Portal and Facebook; Monthly current events on website

On-Track

Climate and Culture, Family and Community Engagement

Systematize contact information/ways of contacting teachers and provide information to parents	Admin, Staff	Sep 6, 2016 to Jun 30, 2018	Teacher contact information distributed twice yearly	On-Track
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Climate and Culture, Family and Community Engagement

Audit and update the contact information for families in SIM at least twice per year	Admin, Staff	Sep 6, 2016 to Jun 30, 2018	Parent contact information collected and updated twice yearly	Behind
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Climate and Culture, Family and Community Engagement

Strategy 2

If we do...

vertically align practices and resources according to Common Core, WIDA, and NGSS standards and incorporate IB program components in all content areas, by meeting monthly in grade clusters and content area teams

...then we see...

cohesion among the students from year to year

...which leads to...





consistent student attainment on assessments and students demonstrating high levels of applying and mastering concepts.

Tags:

Literacy/Reading, Math, Science, Specialized Academic Programs - IB, Assessment, Curriculum Design, Social studies, Bilingual, Curriculum

Area(s) of focus:

1

Action step 	Responsible 	Timeframe 	Evidence for status 	Status
Analyze formal and informal assessment data to determine on which content and language areas to focus on for vertical planning.	Teachers	Sep 6, 2016 to Jun 30, 2018	Vertically aligned curriculum maps	Postponed

Literacy/Reading, Math, Science, Specialized Academic Programs - IB, Assessment, Curriculum Design, Social studies, Bilingual, Curriculum

Meet in grade level bands/content teams monthly to vertically plan based on decided goal/standard and to differentiate based on language and diverse learner needs	Teachers	Sep 6, 2016 to Jun 30, 2018	Monthly meeting minutes; plans from meetings	On-Track
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Literacy/Reading, Math, Science, Specialized Academic Programs - IB, Assessment, Curriculum Design, Social studies, Bilingual, Curriculum

Correlate CCSS with NWEA continuum	Teachers	Sep 6, 2016 to Jun 30, 2017	Google Doc of alignment	On-Track
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Literacy/Reading, Math, Science, Specialized Academic Programs - IB, Assessment, Curriculum Design, Social studies, Bilingual, Curriculum

School wide content clusters meet to share out vertical planning progress/progression	Staff	Sep 6, 2016 to Jun 30, 2018	Meeting minutes	On-Track
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Literacy/Reading, Math, Science, Specialized Academic

Programs - IB, Assessment, Curriculum Design, Social studies, Bilingual, Curriculum

Identifying and aligning which concepts are being taught at each grade level and which resources are used	Grade Clusters	Sep 6, 2016 to Jun 30, 2017	Inventory list; scope and sequence by content and grade	On-Track
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Literacy/Reading, Math, Science, Specialized Academic Programs - IB, Assessment, Curriculum Design, Social studies, Bilingual, Curriculum

Strategy 3

If we do...

unit plan using the DOK/MYP criteria to scaffold instruction for all learners, including bilingual and diverse learners, across content units, integrate various content areas into those units, and align our end of unit assessments to the highest levels on the DOK/MYP criteria

...then we see...

more rigorous, cross-curricular instruction and higher levels of student understanding

...which leads to...





more rigorous tasks that students have to accomplish in order to show their knowledge.

Tags:

Specialized Academic Programs - IB, Assessment, Curriculum Design, Bilingual, Instruction

Area(s) of focus:

2

Action step 	Responsible 	Timeframe 	Evidence for status 	Status
Use WIDA and IEP goals to modify instruction linguistically and academically to ensure the needs of bilingual and diverse learners are met.	Teachers	Sep 6, 2016 to Jun 30, 2018	All submitted unit and lesson plans have accommodations, modifications, and WIDA standards for bilingual students and diverse learners.	On-Track

Specialized Academic Programs - IB, Assessment, Curriculum Design, Bilingual, Instruction

Use DOK levels/MYP criteria in unit and lesson plans. Scaffold instruction across a unit to start with tasks at lower levels of DOK/MYP criteria and end with high level tasks.	Teachers	Sep 6, 2016 to Jun 30, 2018	All submitted unit and lesson plans highlight the progress toward higher levels of DOK/MYP criteria and show tasks aligned to that progress.	Behind
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Specialized Academic Programs - IB, Assessment, Curriculum Design, Bilingual, Instruction

Have quarterly, cross-curricular research projects	Teachers	Sep 6, 2016 to Jun 30, 2018	Quarterly research celebrations where student research projects are displayed and/or presented.	Behind
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Specialized Academic Programs - IB, Assessment, Curriculum Design, Bilingual, Instruction

Create cross-curricular unit plans for all content areas and grades.	Teachers	Sep 6, 2016 to Jun 30, 2018	Unit plans focus on one content area but integrates at least one other content.	On-Track
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Specialized Academic Programs - IB, Assessment, Curriculum Design, Bilingual, Instruction

Strategy 4

If we do...

create structures and supports for planning instruction and implement research based best practices in content delivery

...then we see...

successful and cohesive instruction which engages all learners

...which leads to...

self directed learners

Tags:

Literacy/Reading, Math, Science, Core Instruction, Specialized Academic Programs - IB, Instructional Coaching, Social studies, Bilingual, Instruction, Instructional practices

Area(s) of focus:

3

Action step ?

Responsible ?

Timeframe ?

Evidence for status ?

Status

Include school wide unit/lesson plan components that reflect high-quality instruction, research based best practices, which meets the needs of all learners.

ILT, Teachers

Sep 6, 2016 to
Jun 30, 2017

Standard components for lesson and unit plans

On-Track

Literacy/Reading, Math, Science, Specialized Academic Programs - IB, Instructional Coaching, Social studies, Bilingual, Instruction, Instructional practices

Meet monthly to peer review fellow educators' unit plans and provide feedback

ILT, teachers, admin

Sep 6, 2016 to
Jun 30, 2018

Monthly meeting minutes

Behind

Literacy/Reading, Math, Science, Core Instruction, Specialized Academic Programs - IB, Social studies, Bilingual, Instruction, Instructional practices

Learning Walks to review instruction implementation

ILT, teachers, coach, admin

Sep 6, 2016 to
Jun 30, 2018

Learning walks

Behind

Literacy/Reading, Math, Science, Core Instruction, Specialized Academic Programs - IB, Instructional Coaching, Social studies, Bilingual, Instruction, Instructional practices

Attend and deliver PD opportunities on balanced literacy

ILT, admin, coach

Sep 6, 2016 to
Jun 30, 2018

PD opportunities

Not started

Literacy/Reading, Core Instruction, Instructional Coaching, Bilingual, Instruction, Instructional practices

Strategy 5

If we do...

create standard based (CCSS, NGSS, WIDA, MYP criteria), tiered rubrics with common point-scales, common language, and purpose

...then we see...

assessment tools being used in a coherent and balanced manner to improve instruction

...which leads to...

effective ways to measure student progress.

Tags:

Core Instruction, Specialized Academic Programs - IB, Assessment, Bilingual

Area(s) of focus:

4

Action step ?

Responsible ?

Timeframe ?

Evidence for status ?

Status

Meet to evaluate student work and create common norms

ILT, teachers, admin

Sep 6, 2016 to
Jun 30, 2017

meeting minutes, norms

Not started

Core Instruction, Specialized Academic Programs - IB, Assessment, Bilingual

Create standard based rubrics for summative assessments	teachers	Sep 6, 2016 to Jun 30, 2018	rubrics, meeting minutes	Not started
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Core Instruction, Specialized Academic Programs - IB, Assessment, Bilingual

Evaluation of current assessment system - use of formative assessment in the classroom	teachers, ILT	Sep 6, 2016 to Jun 30, 2017	artifacts of assessments in the classrooms	Behind
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Core Instruction, Specialized Academic Programs - IB, Assessment, Bilingual

Develop common language for grading and parent reports on student academic standing	teachers, ILT	Sep 6, 2016 to Jun 30, 2017	Project On-Target Criteria (K-4), consistent grade weights within grade clusters (K-1, 2-3, 4-5, 6-8)	Not started
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Assessment

Action Plan

District priority and action step	Responsible	Start	End	Status
+ Create efficient system of volunteer opportunities (scheduling and training) Tags: Climate and Culture, Family and Community Engagement, Climate and Culture, Family and Community Engagement	Committee	Sep 6, 2016	Jun 30, 2017	On-Track
+ Use flex-time PD on quarterly basis to schedule meaningful parent engagement events so that teacher participation increases. Tags: Climate and Culture, Family and Community Engagement, Climate and Culture, Family and Community Engagement	Staff	Sep 6, 2016	Jun 30, 2018	On-Track
+ Provide training on using the Parent Portal, website, and Facebook to communicate with the school and to update information on regular basis Tags: Climate and Culture, Family and Community Engagement, Climate and Culture, Family and Community Engagement	Committee	Sep 30, 2016	Jun 30, 2018	On-Track
+ Systematize contact information/ways of contacting teachers and provide information to parents Tags: Climate and Culture, Family and Community Engagement, Climate and Culture, Family and Community Engagement	Admin, Staff	Sep 6, 2016	Jun 30, 2018	On-Track
+ Audit and update the contact information for families in SIM at least twice per year Tags: Climate and Culture, Family and Community Engagement, Climate and Culture, Family and Community Engagement	Admin, Staff	Sep 6, 2016	Jun 30, 2018	Behind
+ Analyze formal and informal assessment data to determine on which content and language areas to focus on for vertical planning. Tags: Literacy/Reading, Math, Science, Specialized Academic Programs - IB, Assessment, Curriculum Design, Social studies, Bilingual, Curriculum, Literacy/Reading, Math, Science, Specialized Academic Programs - IB, Assessment, Curriculum Design, Social studies, Bilingual, Curriculum	Teachers	Sep 6, 2016	Jun 30, 2018	Postponed
+ Meet in grade level bands/content teams monthly to vertically plan based on decided goal/standard and to differentiate based on language and diverse learner needs Tags: Literacy/Reading, Math, Science, Specialized Academic Programs - IB, Assessment, Curriculum Design, Social studies, Bilingual, Curriculum, Literacy/Reading, Math, Science, Specialized Academic Programs - IB, Assessment, Curriculum Design, Social studies, Bilingual, Curriculum	Teachers	Sep 6, 2016	Jun 30, 2018	On-Track

District priority and action step	Responsible	Start	End	Status
+ Correlate CCSS with NWEA continuum Tags: Literacy/Reading, Math, Science, Specialized Academic Programs - IB, Assessment, Curriculum Design, Social studies, Bilingual, Curriculum, Literacy/Reading, Math, Science, Specialized Academic Programs - IB, Assessment, Curriculum Design, Social studies, Bilingual, Curriculum	Teachers	Sep 6, 2016	Jun 30, 2017	On-Track
+ School wide content clusters meet to share out vertical planning progress/progression Tags: Literacy/Reading, Math, Science, Specialized Academic Programs - IB, Assessment, Curriculum Design, Social studies, Bilingual, Curriculum, Literacy/Reading, Math, Science, Specialized Academic Programs - IB, Assessment, Curriculum Design, Social studies, Bilingual, Curriculum	Staff	Sep 6, 2016	Jun 30, 2018	On-Track
+ Identifying and aligning which concepts are being taught at each grade level and which resources are used Tags: Literacy/Reading, Math, Science, Specialized Academic Programs - IB, Assessment, Curriculum Design, Social studies, Bilingual, Curriculum, Literacy/Reading, Math, Science, Specialized Academic Programs - IB, Assessment, Curriculum Design, Social studies, Bilingual, Curriculum	Grade Clusters	Sep 6, 2016	Jun 30, 2017	On-Track
+ Use WIDA and IEP goals to modify instruction linguistically and academically to ensure the needs of bilingual and diverse learners are met. Tags: Specialized Academic Programs - IB, Assessment, Curriculum Design, Bilingual, Instruction, Specialized Academic Programs - IB, Assessment, Curriculum Design, Bilingual, Instruction	Teachers	Sep 6, 2016	Jun 30, 2018	On-Track
+ Use DOK levels/MYP criteria in unit and lesson plans. Scaffold instruction across a unit to start with tasks at lower levels of DOK/MYP criteria and end with high level tasks. Tags: Specialized Academic Programs - IB, Assessment, Curriculum Design, Bilingual, Instruction, Specialized Academic Programs - IB, Assessment, Curriculum Design, Bilingual, Instruction	Teachers	Sep 6, 2016	Jun 30, 2018	Behind
+ Have quarterly, cross-curricular research projects Tags: Specialized Academic Programs - IB, Assessment, Curriculum Design, Bilingual, Instruction, Specialized Academic Programs - IB, Assessment, Curriculum Design, Bilingual, Instruction	Teachers	Sep 6, 2016	Jun 30, 2018	Behind
+ Create cross-curricular unit plans for all content areas and grades. Tags: Specialized Academic Programs - IB, Assessment, Curriculum Design, Bilingual, Instruction, Specialized Academic Programs - IB, Assessment, Curriculum Design, Bilingual, Instruction	Teachers	Sep 6, 2016	Jun 30, 2018	On-Track
+ Include school wide unit/lesson plan components that reflect high-quality instruction, research based best practices, which meets the needs of all learners. Tags: Literacy/Reading, Math, Science, Core Instruction, Specialized Academic Programs - IB, Instructional Coaching, Social studies, Bilingual, Instruction, Instructional practices, Literacy/Reading, Math, Science, Specialized Academic Programs - IB, Instructional Coaching, Social studies, Bilingual, Instruction, Instructional practices	ILT, Teachers	Sep 6, 2016	Jun 30, 2017	On-Track
+ Meet monthly to peer review fellow educators' unit plans and provide feedback Tags: Literacy/Reading, Math, Science, Core Instruction, Specialized Academic Programs - IB, Instructional Coaching, Social studies, Bilingual, Instruction, Instructional practices, Literacy/Reading, Math, Science, Core Instruction, Specialized Academic Programs - IB, Social studies, Bilingual, Instruction, Instructional practices	ILT, teachers, admin	Sep 6, 2016	Jun 30, 2018	Behind
+ Learning Walks to review instruction implementation Tags: Literacy/Reading, Math, Science, Core Instruction, Specialized Academic Programs - IB, Instructional Coaching, Social studies, Bilingual, Instruction, Instructional practices, Literacy/Reading, Math, Science, Core Instruction, Specialized Academic Programs - IB, Instructional Coaching, Social studies, Bilingual, Instruction, Instructional practices	ILT, teachers, coach, admin	Sep 6, 2016	Jun 30, 2018	Behind
+ Attend and deliver PD opportunities on balanced literacy Tags: Literacy/Reading, Math, Science, Core Instruction, Specialized Academic Programs - IB, Instructional Coaching, Social studies, Bilingual, Instruction, Instructional practices, Literacy/Reading, Core Instruction, Instructional Coaching, Bilingual, Instruction, Instructional practices	ILT, admin, coach	Sep 6, 2016	Jun 30, 2018	Not started
+ Meet to evaluate student work and create common norms Tags: Core Instruction, Specialized Academic Programs - IB, Assessment, Bilingual, Core Instruction, Specialized Academic Programs - IB, Assessment, Bilingual	ILT, teachers, admin	Sep 6, 2016	Jun 30, 2017	Not started

District priority and action step	Responsible	Start	End	Status
+ Create standard based rubrics for summative assessments Tags: Core Instruction, Specialized Academic Programs - IB, Assessment, Bilingual, Core Instruction, Specialized Academic Programs - IB, Assessment, Bilingual	teachers	Sep 6, 2016	Jun 30, 2018	Not started
+ Evaluation of current assessment system - use of formative assessment in the classroom Tags: Core Instruction, Specialized Academic Programs - IB, Assessment, Bilingual, Core Instruction, Specialized Academic Programs - IB, Assessment, Bilingual	teachers, ILT	Sep 6, 2016	Jun 30, 2017	Behind
+ Develop common language for grading and parent reports on student academic standing Tags: Core Instruction, Specialized Academic Programs - IB, Assessment, Bilingual, Assessment	teachers, ILT	Sep 6, 2016	Jun 30, 2017	Not started

Fund Compliance

Supplemental General State Aid(SGSA)

☒ My school receives SGSA funds

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

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of the 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.

The NCLB/PAC committee will meet monthly to review parent workshops, family support activities, provide testing data, and discuss the plan to monitor its implementation.

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

The NCLB information meeting is projected for September 16, 2016. The projected date of our PAC and BAC meetings is September 22, 2016. We send out fliers with information about the meetings, post the agenda for parents to see, and make an automated call. We also post the meeting on social media. We also have Coffee with the Principal the first Friday of every month and review dates with parents at this time.

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.

The parents of Moos School will receive information regarding the Title 1 program/description and explanation of the curriculum during Open House which will take place the second week of the 2013-14 school year. They will review their child's academic progress with the teacher during the visit and if necessary a conference for a remediation plan to address concerns.

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.

Parents are provided the opportunity to voice their concerns and suggestions regarding the students educational programs during monthly Coffee with the Principal meetings and other settings that take place at Moos School. The meetings will take place in the mornings and evenings. There will be LSC, NCLB, PAC, and BAC meetings where they will address the different curricula, testing and fundings.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

The State provides the school with a report of each student's score on the PARCC exam given each year. We provide school wide data at our LSC and NCLB meetings and parents are given their individual children's information. They are given the opportunity to talk to the teacher about the progress made by the student by calling for an appointment or e-mailing the teacher.

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.

Each year parents are sent a letter stating if their teacher is "Highly Qualified". They will receive a letter letting them know they can come to school if they have questions regarding the information they receive.

Schools will assist parents of participating NCLB Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

The school will provide a calendar of workshops for parents so that each item is described and samples are provided for parents to understand. They will be given the information in English/Spanish and when necessary they can schedule an appointment to discuss the progress of their children's work.

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

The professional development given to parents is in the area on how to support their child with their education. We familiarize them with the educational program their child is receiving and how they can support them when they are doing their homework. We will also provide our parents with workshops to support our parents with leadership skills to help them engage in committee in the school.

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.

The staff will organize Family Reading and Math Nights to communicate with parents with techniques to help their children at home with their homework. The staff will also monitor with the teacher ways to communicate weekly or monthly on the progress on the students. Parents will be given information regarding the steps necessary to become a volunteer in the school and the activities they will engage in as a volunteer.

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.

The staff in our Pre-K program will be monitoring the parents who volunteer and the time they volunteer. They will encourage additional parents by having them participate during evening meetings, field trips, volunteering in classrooms and assisting with lunchroom activities.

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

The information regarding school events, student progress, meetings regarding different committees will go out in English and Spanish in the Weekly Newsletter to parents and staff. The staff will also send all information in both languages, if necessary one of the clerks will translate information for staff who don't speak Spanish.

Policy Implementation Activities

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

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

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.)

Moos Elementary School is to provide a learning environment which is supported by partnership between staff, parents, community and students. The educational program, full of engaging, integrated learning activities, will motivate each child to reach his/her full potential. Involvement will serve as an invaluable, supportive tool for instruction and learning.

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

The Moos School teacher and parents will hold its first conference during the Back to School Open House. Then they will meet during report card pick-up to discuss grades and progress. The dates are scheduled by the Chicago Board Of Education. Teachers and staff are encourage to communicate with parents on an ongoing basis and schedule additional parent/teacher conference as needed.

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

Teachers will send out progress reports and reports cards showing student progress. They will also send out exams and when necessary remediation plans stating step needed for parent and students to help improve student performance.

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

Moos School parents will receive a copy of teacher's schedule so they know when the teacher is available. If necessary the parent will also be able to call the school clerk and notify the teacher to call or e-mail the parent.

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

Parents will receive information during Open House on how to become volunteers in the school and the type of activities they would be engaged in. There is currently a parent room where they host workshops, support staff with book fair and volunteer in classrooms.

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

The parents will receive a contract at the beginning of the school year from their child's teacher stating they will monitor the homework given. The principal will meet with the families of students who do not have consistent attendance. Teacher/Parent will communicate to prepare a remediation plan if students receive a failing grades.

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

The parents who participate in monthly LSC and Coffee with the Principal meetings will receive information regarding the instruction at Moos School, assessment results, attendance rate and plans for upcoming events for curricular activities for parents.

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

The students will receive a copy of all their testing scores and other data collected by the teacher. They will set goals for each marking period with the teacher and describe the tools they will need to reach the goals set and how they will assess them. This form will be sent home for parents to sign and then students will monitor it every 2 weeks to check items completed thus far.

Parent Budget

Complete

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

To continue to create opportunities for all parents to become stronger advocates for their children's education.

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.	\$ 2000 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 294 .00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ 1000 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ Amount .00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ 200 .00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ Amount .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

