



2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
01/12/2016	Paul O'Toole, Nancy DeLaHuerta, Jose Rodriguez	accessing the CIWP and planning for staff involvement
01/20/2016	Suzanne DeDore, Kristal Adams-Williams, Sylvia Gutierrez, Kevin Condon, Vanessa Ortega, Jose Rodriguez, Heather Rodriguez, Nancy DeLaHuerta, Maureen Scanlon	Planning BIG meeting to involve parents, students, teachers, and staff in CIWP planning
02/02/2016	ILT Members	Review CIWP ppt & Grade Level Leaders sign up for sections to work on with their teams.
02/05/2016	120 students, parents, and teachers	Needs assessment-- what makes Stevenson great!
02/17/2016	Kristal Adams-Williams, Melissa Urbon, Heather Rodriguez, Maureen Scanlon, Paul O'Toole, Vanessa Ortega, Nancy DeLaHuerta, Jose Rodriguez, Kevin Condon, Suzanne Dedore.	"A" Team Meeting
02/18/2016	ILT Members	Working Session in which Grade Level Teams collaborate on sections of the CIWP
03/01/2016	ILT Members	Working Session for CIWP as part of ILT meeting
03/09/2016	Rouhy Shalabi, Flora Alvarez, Angela Powell, Olga Sanchez, Suzanne DeDore, Marsy Wirtz, Paul O'Toole	During LSC meeting, LSC members reviewed the sections of the new CIWP format
04/05/2016	ILT Members	ILT reviewed CIWP and approved it for forwarding to the LSC for approval.
04/08/2016	All Faculty and Staff	We reviewed the entire CIWP together. Individual teachers shared the sections they worked on.
04/12/2016	LSC Meeting	Review and approve CIWP

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1 2 3 4

Leadership and staff have collaboratively created a Mission Statement that is shared with students and parents in the classroom, newsletters, and Parent-teacher conferences.

The ILT voted for the following Vision & Mission:

Vision: Mission to MARS-- Math, Attendance, & Reading Success!

Mission: Working together, everyone succeeds.

Leadership inspires a culture of collective responsibility for success by creating programs that support All learners, including Diverse Learners and English Learners.

Our teachers regularly seek opportunities for professional growth. For example, five of our teachers are participating in a two-year Golden Apple Foundation STEM series of workshops on the Next Generation Science Standards. In addition, we have four teachers attending the Network 10 LA CCSS Professional Learning workshops and three attending the Network 10 Math CCSS Professional Learning. Our principal attends the science, LA, and math workshops with the teachers and the AP participates in math and LA. Other teachers attend PD in their fields, such as library, computers, and art. Teachers who attend PD bring back information and share it with their colleagues. Evidence of this includes LA CCSS bulletin boards created by each grade level and posted in the halls. Our teachers have daily common prep and lunch times by grade level. Each grade level team meets a minimum of weekly to analyze data, collaborate, and plan together. Grade Level Leaders meet twice a month in our ILT/PPLC meetings.

Our administration has empowered teacher leaders to develop our CIWP using this new format. Our school leaders model the use of data throughout the year. Our teachers utilize assessment data to adjust and tailor instruction to meet our students' needs. Our Mission to involve all stakeholders is evident in our CIWP process, which began with parents, students, teachers, and staff collaborating together to establish and recognize those qualities that make Stevenson a successful school. This process then expanded to involve all teachers directly in the CIWP process through their grade level teams and ILT.

While no one likes change, change is inevitable and our leadership team is proactive in implementing strategies for change that have a positive result overall, such as the smooth principal transition.

On the 5 Essentials Survey, Instructional Leadership scored a 77 and rated as Strong.

For 4e, our teachers always hold student and required school information confidential. Our teachers display high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Our teachers are active in serving students and work to ensure that all students receive a fair opportunity to succeed in school, college, career, and life. For example, many teachers arrive early and/or stay late to work with students and/or meet with parents to discuss ways they can help with student work. Our teachers maintain better than a 95% attendance rate as a staff.

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	<ul style="list-style-type: none"> ✓ 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

The Instructional Leadership Team meets once or twice a month to assess, evaluate, and improve instructional practices. Grade level team members work with the Instructional Leadership team to monitor student achievement and progress using data from NWEA MAP, ACCESS, and PARCC. These data are utilized to create programs that target priority groups (MTSS, PBIS, SPED/Bilingual, pull out). ILT members engage in ongoing inquiry by reviewing our Powerful Practices (Close Reading, Citing Evidence, Collaborative Conversations), School - wide attendance, and instructional Scope and Sequence; discussing ways to improve and adjust these strategies as needed. Monthly ILT meetings allow stakeholders the opportunity to collaborate effectively and value transparency by informing staff of budgetary changes that affect instruction.

For 4a, Our teachers meet to discuss the effectiveness of their instruction based upon student data results. Teachers then meet and discuss ways to improve their instruction.

Our teachers regularly seek opportunities for professional growth. For example, five of our teachers are participating in a two-year Golden Apple Foundation STEM series of workshops on the Next Generation Science Standards. In addition, we have four teachers attending the Network 10 LA CCSS Professional Learning workshops and three attending the Network 10 Math CCSS Professional Learning. Our principal attends the science, LA, and math workshops with the teachers and the AP participates in math and LA. Other teachers attend PD in their fields, such as library, computers, and art. Teachers who attend PD bring back information and share it with their colleagues. Evidence of this includes LA CCSS bulletin boards created by each grade level and posted in the halls. Our teachers have daily common prep and lunch times by grade level. Each grade level team meets a minimum of weekly to analyze data, collaborate, and plan together. Grade Level Leaders meet twice a month in our ILT/PPLC meetings.

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In addition to our response in the question above, it is worthy to note that our administration supports teacher teams by giving them the time and resources to best do their jobs.

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	<ul style="list-style-type: none"> ✓ 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.

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According to the Five Essentials, Quality Professional Development is closely related to the school's improvement plan. Our school received a score of 90 and rated as very strong. Also, professional development is sustained and coherently focused on developing rigorous curriculum. Leadership provides sufficient time for teachers to evaluate new ideas and work productively with colleagues.

Our teachers have common preparation periods and common lunch by grade level five days a week.

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"> B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

Aligned Resources:

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

Score

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Aligned curriculum to meet the Common Core Standards and NGSS. School day is aligned to meet the CPS Instructional and Block Guidelines with posted schedules in every classroom. We have community based services with Metropolitan Family Services, Peggy Notebart, HEART program, and Arab-American League. After- school programs are designed and staffed by Stevenson teachers.

Our teachers have daily common preparation periods and common lunch times available for collaboration. Our budget is aligned with the CIWP and, despite mid-year budget cuts, we have been able to maintain programs, personnel, and resources to meet our students' needs. We have allocated in our budget for two full-time MTSS teachers and several retired teachers to come in as subs to work with students providing targeted assistance. In addition, we have budgeted for our own after school tutoring program which meets twice a week.

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
Measures	✓ Evidence of effectiveness of the services that community-based organizations provide
	✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders
	Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning
	4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time
	B4. Hires and Retains Highly Effective Teachers

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

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

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Horizontal curriculum maps are followed. Sequencing and pacing guides are also followed as provided by CPS. Thematic units are being created and implemented across grade levels. Formative assessments and summative assessments are used to drive instruction. Performance assessments address taught standards, as well: CCSS and NGSS. Diverse learners follow CCSS for each grade level and work is modified according to student's individual goals in their IEP's. ELL's follow the WIDA standards and the ELPT standards in accord with CCSS. ESL teachers use a variety of ESL strategies to support language development within the general education population. "Check In" "Check Out" intervention is being used to support social emotional development.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
 - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development in addition to content standards to differentiate for English learners.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (<http://apcentral.collegeboard.com/home>), gifted (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjllNGI4MmY3YTlxYTgz>), etc.)**
- **Integrate academic and social emotional learning.**

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

Evidence, Measures, and Standards

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

Teachers plan activities to scaffold and differentiate student learning. Basals are used as supplemental materials to support student learning. Leveled readers are found throughout the curriculum (lexiled). A variety of complex texts are used throughout the units. LEXIA is used for primary grades, ELL students, and diverse learners. Teachers are implementing technology in a variety of creative ways to support learning in their classrooms, such as, Duolingo, Brainpop, GoMath, Memrise, NewsELA, Reading A-Z, etc. Technology provides rigorous tasks according to varied ability levels.

Guide for Instructional Materials

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

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

- Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
- Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious instruction Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1.a. Demonstrating Knowledge of Content and Pedagogy 1.b. Demonstrating Knowledge of Students 1.c. Selecting Learning Objectives 1.d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

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

Score

1 2 **3** 4

Grade level meetings regularly examine the performance of their students. Student work and data from standardized tests is analyzed to inform grouping and tailor instruction. Using CPS Knowledge Center Performance Assessments for summative and formative assessments, such as, MARS Tasks and Math Talks. Collaboration of students is a priority and is rubric scored. Teachers are collaborating to develop vertically planned rubrics for our 3 powerful practices: Collaborative Conversations, Citing Evidence, and Close Reading.

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	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

Score

The school creates pathways to success built on a vision in which all students leave secondary school with a clear plan for their initial postsecondary destination, whether in apprenticeship training, work, or college. All students have equal access to college 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)

1 2 3 4

Diverse learners have transitional goals addressed in their IEP's. EXPLORE is used to guide students down possible pathways for future learning. Professionals from the community introduce possible career paths when visiting the classroom. High school fair is held annually. Students shadow high school students. GEAR UP is a program that supports students from 6th grade through college. Field trips are made to local colleges and universities. Algebra is available to 8th grade students.

Guide for Transitions, College & Career Access & Persistence

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

- Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
- Applying to multiple colleges—generally three or more.
- Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

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Most teachers have standards based learning objectives that are communicated to students, as evidenced by reach evaluations and in student reflection. We have observed great improvements in teachers use our power practices which are Collaborative Conversation, Close Reading, and Citing Evidence. We have implemented common practices across classrooms and grade levels, to help ensure students success, as found by common anchor charts and annotations posted in all classrooms. Teachers have continually improved their sequencing and alignment of standards based objective within their unit plans. Most teachers are working towards scaffolding instruction for all students (Ells and Diverse Learners alike). We have successfully aligned formative assessments with our Unit plans and thus with our predetermined summative assessments. We provide challenging and differentiated instruction to build and nurture dynamic collaborative learning communities. Our teachers challenge higher performing students to exceed the standards, and support students who are not meeting the standards. Aligning our curriculum to Common core standards provides our students with rigorous instruction and helps develop higher-order thinking skills that make our students and college and career ready. Various levels of questioning and differentiated vocabulary are evident in classroom instruction. Instruction is scaffold and differentiated. Standards are mastered as indicated by the increasing level of students meeting and exceeding standards, as well as, the growth of those who are below grade level. This is evidenced by the improvement as students move through the grade levels. We ensure student participation and equity of voice by using rigorous text-dependent questions, collaborative conversation and close reading. Additionally, teachers use peer observations-PQS, Informal observations, flexible grouping, standards-based learning objectives, use of oral and written language, differentiated instruction, group students according to RIT scores and change groups as new data becomes available. Software and technology, such as Lexia, Accelerated Reader, ThinkCERCA, Newsela, News to You, TumbleBooks, Tumble Readables, Reading A to Z, Raz Kids, Facts4Me, and Flocabulary, allow teachers to provide an integrated approach to literacy instruction. Teachers use Common Core standards to develop true collaborative unit plans using UBD for reading and math during weekly common planning time. Teachers will continue to participate in professional development on Common Core Standards, lesson planning, assessment, data analysis, writing across the curriculum, and differentiation. Teachers will implement a Balanced Literacy approach with emphasis on phonics, phonemic awareness, word knowledge, comprehension, fluency, and writing that uses Questioning and Discussion Techniques that incorporate all learning styles. We further these efforts by holding an annual Family Literacy Nights, in both buildings to engage community stakeholders.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
 - Guide students to articulate the relevance of the objective(s) to learning.
 - Anticipate possible student misunderstanding.
 - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
 - Enable students to contribute to extending the content by explaining concepts to their classmates.
 - Build on students' language development and understanding of content.

- Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
 - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
 - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
 - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
 - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
 - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
 - Provide targeted supports to individual students or groups of students based on their identified needs.
 - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
 - Monitor progress and check for understanding for individual students.
 - Change instructional practice based on analysis of current data.
 - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
 - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

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

Score

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The school has established a MTSS team which has created and implemented a successful method of intervention for students. This team utilizes an array of resources to best address the needs of our students. Teachers and staff have been provided with PD on the progress monitoring of this framework. We have begun to implement these interventions in our classrooms. These interventions include, but are not limited to; One-on-One instruction, small group instruction, After-School Tutoring, Daily Check-In/Check-out monitoring, Common Grade level prep periods. This allows teachers to provide a challenging instructional program that includes differentiated activities for our Tier 1,2, and 3 students. As an additional component of MTSS, to meet our students' needs, we are providing before and after school tutoring for all students, including bilingual tutoring for ELs, in reading. We also support the instruction and assessment of our ELs with a focus on oral reading and language development, with an emphasis on literacy across all content areas. Teachers will utilize progress monitoring tools for Tier II and Tier III instruction to ensure accurate measurements of student progress within the targeted area of instruction after review and analysis of available tools. Teachers will teach students through hands-on methods and the use of manipulatives, multiple ways to solve problems along with the ability to explain how they solved them verbally and in writing, using proper math vocabulary.

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	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating Knowledge of Students 1d. Designing Coherent Instruction 2d. Managing Student Behavior 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> 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

Assessment of student learning plays an important role in instruction. Most teachers recognize that assessment is an integral part of instruction and not the end of instruction. Most teachers monitor student understanding and offer them one-on-one feedback, however we are working towards making this system a more routine part of the classroom. All teachers use standardized testing data as a resource to better develop instruction and assessment of concept mastery. MAP data is available and teachers have access to pull up individual student historical data or whole class data sheets. Students are organized by MAP RIT Bands to receive targeted differentiated instruction. Teachers converse with students and parents for MAP goal setting and individualized action plans. Accommodations and modifications are in place in assessments and classwork as required. Teachers evaluate and align progress monitoring tools (both digital and print based) for Tier II and Tier III instruction to ensure accurate measurement of student progress within the targeted area of instruction. Teachers will continue to analyze data from weekly assessments to differentiate instruction. Instructional materials in English and Spanish are available to support learning activities aligned with Common Core Standards. We conduct an annual Needs Assessment involving all faculty and staff to identify current needs for all instruction and support. We are closing the achievement gap through progress monitoring of all student achievements in all student groups and sub-groups.

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see *MTSS* and *Instruction*)**
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design (<http://www.udlcenter.org/aboutudl/udlcurriculum>) and use of accommodations and, where needed, modifications.**
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (<http://www.csai-online.org/spotlight/assessment-design-toolkit>).
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CSR).
 - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
 - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
	✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	1.c. Selecting Learning Objectives
	1.e. Designing Student Assessment
	3.d. Using Assessment in Instruction
	4.a. Reflecting on Teaching & Learning
CPS Performance Standards for School Leaders	4.b. Maintaining Accurate Records
	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Culture for Learning:

Score

1 2 3 4

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

What we see at Stevenson:

- * Positive Reinforcements (awards, certificates) for academic achievements and success
- * Teachers collaborating daily and weekly on instruction, curriculum, lesson planning
- * Teachers independently and collaboratively reviewing and analyzing data of students' academic growth
- leveling students based on students' needs
- differentiated instruction
- * Incorporating Lexia, RAZ-kids, AR, Think Through Math for students, allowing access in the classroom and at home

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:

Score

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.

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What We See at Stevenson

- * Rules and Expectations are set and followed by students and staff
- * Professional Development includes the ideas of all staff. For example, the Big Meeting
- * Teachers and staff follow a cohesive school wide rule - Be Respectful, Be Responsible, and Be Safe
- * Collaboration between teachers and families in planning activities such as Literacy Night, MAS, Field Day, PAC
- * Teachers foster a community of trust between students and teachers, as well as students and students.
- * Our newly implemented Buddy Program with the 1st and 8th grade students. It fosters a love for learning and teaching among both groups.

Guide for Relational Trust

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

Score

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

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Supportive Environment rated Very Strong on the Five Essentials survey with an increase from 50 to 80 in the past school year. Despite budget cuts that led to the cancellation of elementary sports, Stevenson continues to offer competitive sports such as Girls Volleyball and soccer for boys and girls. We also have an International Choir and Guitar Club. 2nd-8th grade students may attend extracurricular art club. Our students are also active in our Recycle Club. At the Branch, we have had an active Student Council for several years and a student buddy program. The Main Building has also added a Student Council the past couple of years.

On the Five Essentials survey, Ambitious Instruction rated a 93 and Very Strong-- a huge increase from the previous year.

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

- Security guards on staff. Positive approach to discipline. Check-in, check-out, Mars tokens/rewards' competition
- Incident reports for each mishap/injury
- Silent hallway expectations, skip a square single file lines, 5th/6th grade student hallway monitors, classroom routines in place, students have assigned jobs
- Clearly posted fire evacuation routes
- Staggered arrival/dismissal times, designated entry/exit doors for assigned grade levels/classrooms

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	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

Restorative Approaches to Discipline:

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

Score

1 2 **3** 4

- Rewards in place; Mars tokens, out-of-uniform days, seasonal celebrations as incentives, Class Dojo (3rd grade team), all teachers pitch in to celebrate and guide all Stevenson Eagles, Be Safe, Be Responsible, Be Respectful and Be Safe
- Each grade band uses same language in setting expectations for their students
- Check-in check-out allows students to reflect and work on behaviors with an adult in the building on a daily basis
- Always try to deal with infractions within the classroom prior to calling office for assistance, follow-up with parents when needed
- Fix-it plan - middle school
- Supportive administration, Case Manager and Counselor that helps with severe incidents.
- Google Drive - recording behavior (middle school), contract consequences

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	✓ 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

- Annual Literacy Night Event, Annual Evening Art Exhibit, Annual Winter Assembly, Annual Spring Assembly, Annual Mother's day assembly -always welcome parent volunteers for these events to assist and enjoy
- Teachers dialogue via notes in agendas, telephone, text and internet with parents, and visa versa
- Art and Music projects at home involving parents and students, nightly agendas require parent signatures
- During Report Card Pick-up days parents are invited to set up their parent portal accounts to check grades, etc
- School wide Monthly newsletters sent home with dates and events, they are in both languages English/Spanish as well as grade levels
- Open House
- Parent Volunteers
- After School programs by Metropolitan Family Services
- MAS,BAC,PAC programs

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
	✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
Five Essentials	Involved Families
CPS Framework for Teaching	2c. Managing Classroom Procedures
CPS Performance Standards for School Leaders	4c. Communicating with Families
	D1. Engages Families

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐ = Not of focus						
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>☐</td> </tr> </table>	1	2	3	4	5	☐
1	2	3	4	5	☐			
2	Expectations for depth & breadth of Student Learning: Curriculum	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>☐</td> </tr> </table>	1	2	3	4	5	☐
1	2	3	4	5	☐			
3	Expectations for depth & breadth of Quality Teaching: Instruction	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>☐</td> </tr> </table>	1	2	3	4	5	☐
1	2	3	4	5	☐			
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>☐</td> </tr> </table>	1	2	3	4	5	☐
1	2	3	4	5	☐			
3	Expectations for depth & breadth of Student Learning: Instructional Materials	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>☐</td> </tr> </table>	1	2	3	4	5	☐
1	2	3	4	5	☐			
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>☐</td> </tr> </table>	1	2	3	4	5	☐
1	2	3	4	5	☐			

3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Parent Partnership	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊘
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1	2	3	4	5	⊘
4	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1	2	3	4	5	⊘
4	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1	2	3	4	5	⊘
4	Culture of & Structure for Continuous Improvement: Professional Learning	1	2	3	4	5	⊘

Goals

Required metrics (Elementary)

1 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
While we averaged in the middle of the pack on growth percentile last year, we rated very highly with a big jump in growth the previous year. While our attainment remains high, it becomes more difficult to achieve growth with high attainment. We are projecting a SMART goal five percent higher for next year than this year.	98.00	66.00	71.00	(Blank)
National School Growth Percentile - Math				
While we averaged in the middle of the pack on growth percentile last year, we rated very highly with a big jump in growth the previous year. While our attainment remains high, it becomes more difficult to achieve growth with high attainment. We are projecting a SMART goal five percent higher for next year than this year.	86.00	66.00	71.00	(Blank)
% of Students Meeting/Exceeding National Ave Growth Norms				
While we averaged in the middle of the pack on growth percentile last year, we rated very highly with a big jump in growth the previous year. While our attainment remains high, it becomes more difficult to achieve growth with high attainment. We are projecting a SMART goal five percent higher for next year than this year.	70.70	(Blank)	75.00	(Blank)
African-American Growth Percentile - Reading				
We did not have sufficient numbers of African-American students last year for the scores to register and count. We anticipate a similar case this year. However, if we do have sufficient numbers, we project our African-Americans to have growth commensurate with that of all of our other students.	99.00	(Blank)	75.00	(Blank)
Hispanic Growth Percentile - Reading				

While we averaged in the middle of the pack on growth percentile last year, we rated very highly with a big jump in growth the previous year. While our attainment remains high, it becomes more difficult to achieve growth with high attainment. We are projecting a SMART goal five percent higher for next year than this year.

97.00

66.00

71.00

(Blank)

English Learner Growth Percentile - Reading

While we averaged in the middle of the pack on growth percentile last year, we rated very highly with a big jump in growth the previous year. While our attainment remains high, it becomes more difficult to achieve growth with high attainment. We are projecting a SMART goal five percent higher for next year than this year.

87.00

60.00

65.00

(Blank)

Diverse Learner Growth Percentile - Reading

We had a significant drop in growth percentile last year. We expect to be back at an average level of growth for this year.

60.00

1.00

50.00

(Blank)

African-American Growth Percentile - Math

We did not have sufficient numbers of African-American students last year for the scores to register and count. We anticipate a similar case this year. However, if we do have sufficient numbers, we project our African-Americans to have growth commensurate with that of all of our other students.

73.00

(Blank)

78.00

(Blank)

Hispanic Growth Percentile - Math

While we averaged in the middle of the pack on growth percentile last year, we rated very highly with a big jump in growth the previous year. While our attainment remains high, it becomes more difficult to achieve growth with high attainment. We are projecting a SMART goal five percent higher for next year than this year.

86.00

66.00

71.00

(Blank)

English Learner Growth Percentile - Math

While we averaged in the middle of the pack on growth percentile last year, we rated very highly with a big jump in growth the previous year. While our attainment remains high, it becomes more difficult to achieve growth with high attainment. We are projecting a SMART goal five percent higher for next year than this year.

74.00

84.00

89.00

(Blank)

Diverse Learner Growth Percentile - Math

While we averaged below the middle of the pack on growth percentile last year, we rated right around average in growth the previous year. We are projecting a SMART goal six percent higher for next year than this year.

48.00

34.00

40.00

(Blank)

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

No previous data; projecting to be average or above.

77.00

74.00

51.00

(Blank)

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

No previous data; projecting to be average or above.

76.00

85.00

51.00

(Blank)

National School Attainment Percentile - Reading (Grade 2)

No previous data; projecting to be average or above.

71.00

80.00

51.00

(Blank)

National School Attainment Percentile - Math (Grade 2)

No previous data; projecting to be average or above.

81.00

77.00

51.00

(Blank)

% of Students Making Sufficient Annual Progress on ACCESS

We saw a slight decrease last year. We are projecting a ten percent increase this year to make up for last year's loss and put us back on track for annual increases of at least 5 percent.

56.00

50.20

60.00

(Blank)

Average Daily Attendance Rate

Our attendance rate has been good historically as we emphasize attendance. We expect to continue to be at or above 96%.	96.30	96.70	96.00	(Blank)
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My Voice, My School 5 Essentials Survey

We expect to do well as we did last year, particularly in the area of being well-organized.	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

0 of 0 complete

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

Strategy 1

If we do...

...then we see...

...which leads to...

Develop strong parent partnerships	parents involved in the instructional program and high levels of collaboration with families	parents feeling welcome in the school so that they can share strategies to help improve their children's academic achievement.
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Tags:

Climate and Culture, Family and Community Engagement, Community schools

Area(s) of focus:

3

Action step

Responsible

Timeframe

Evidence for status

Status

We will continue to have monthly 2nd Cups of Coffee with parents--hosted each month by a pair of grade level teams for those grade levels.	teachers	Mar 9, 2016 to Jun 30, 2017	Agendas, sign-in sheets, monthly calendar	On-Track
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Climate and Culture, Family and Community Engagement, Community schools

Literacy Night will be hosted in each building to introduce curriculum, methods, and materials at each grade level.	teachers	Mar 1, 2016 to Jun 4, 2016	Sign-in sheets, Student check-in-cards	On-Track
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Climate and Culture, Family and Community Engagement, Community schools

Continue to increase student responsibilities through 1. Monitoring the lunch line. 2. Maintaining lunchroom cleanliness and organizations. 3. Coordinating recycling program. 4. Assist with morning routines.	lunchroom personnel	Sep 9, 2015 to Jun 20, 2016	Rotating schedule by security and lunchroom personnel	On-Track
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Behavior and Safety, Climate and Culture

Strategy 2

If we do...

...then we see...

...which leads to...

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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

a more comprehensive picture of student learning

differentiated, targeted instruction which leads to increased student achievement.

Tags:
MTSS, Assessment, Data Use

Area(s) of focus:
1

Action step 	Responsible 	Timeframe 	Evidence for status 	Status
Teachers will continue to collaborate on common unit plans across grade levels based upon CCSS, which will include common standards-aligned assessments of a variety of types-- Screening (upon entry), Diagnostic (to pinpoint gaps), Progress Monitoring (during regular intervals); Formative: classroom (daily, weekly); Formative: team (unit, monthly); Benchmark/Interim (end of quarter or semester); Summative (end of quarter, semester, or year).	teachers	Jul 1, 2016 to Jun 30, 2017	rubrics, graded student work, Gradebook, standardized assessment results	On-Track

MTSS, Assessment, Data Use

Teachers will utilize common assessments by grade level bands for the types of assessment listed above. Examples may include MAP, TRC, WAPT for Screening; teacher-created pre-tests or surveys, TRC or DIBELS, or REACH Performance Taks for Diagnostic; AIMSWeb, TRC/DIBELS, running records, or other curriculum-based measures for Progress Monitoring; Quizzes, writing assignments, labs, exit slips, observations, discussions for Formative in the classroom; common unit tests of performance assessments for team Formative; Teacher-created, TRC, MAP, MPG for Benchmark, and mid-terms or finals, research papers or projects, or Spring centralized assessments; e.g., NWEA MAP, MPG, TRC, PARCC, ACCESS for Summative.	teachers	Jul 1, 2016 to Jun 30, 2017	assessment results, action plans, differentiated lesson and unit plans	On-Track
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MTSS, Assessment, Data Use

Classroom assessments with rubrics will be aligned to the standards referenced in the standards-based learning objectives and clearly connected to the instructional strategies and learning activities in the classroom. To help students see the connections between standards, objectives, learning activities, and assessments, we will utilize the following NEW Four Questions for Learning that are standards-based:

teachers

Jul 1, 2016 to Jun 30, 2017

classroom assessments, rubrics, student conversations, Gradebook, unit plans

On-Track

1. What is the standard for this grade level and subject that I am working to master?
2. What is the learning activity I am doing and how does it help me to master the standard?
3. What will I know and be able to do when I've mastered the standard?
4. How will the teacher assess whether I have mastered the standard?

Primary grades do progress monitoring and benchmark assessments in reading comprehension, accuracy, and fluency. In Math, progress monitoring and benchmark assessments (computation, concepts, missing number, number facts, quantity discrimination).

MTSS, Assessment, Data Use

Strategy 3

If we do...

...then we see...

...which leads to...

All students have access to an academically rigorous curriculum

inspired students able to think and produce high quality work

mastery of standards as found in the CPS Content Frameworks' scope and sequence.

Tags:
Curriculum Design, Climate and Culture

Area(s) of focus:
2

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

Adhere to the CPS Content Frameworks (Math, Science, Social Science, and Literacy) to ensure alignment of scope and sequence and text and task complexity.

teachers, principal, APs

Jul 1, 2016 to Jun 30, 2017

unit plans, classroom observations

On-Track

Curriculum Design, Climate and Culture

Teachers will articulate language goals that are separate from and support content goals e.g., Literacy - reading, writing and speaking.

teachers principal, APs

Jul 1, 2016 to Jun 30, 2017

unit plans, classroom observations

On-Track

Curriculum Design, Climate and Culture

Teachers will articulate math goals that are separate from and support content goals e.g., Math - use real world problems and concentrate on respective critical areas per grade level as defined by the Common Core State Standards

teachers, principal, APs

Jul 1, 2016 to Jun 30, 2017

unit plans, classroom observations

On-Track

Curriculum Design, Climate and Culture

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ We will continue to have monthly 2nd Cups of Coffee with parents-- hosted each month by a pair of grade level teams for those grade levels. Tags: Climate and Culture, Family and Community Engagement, Community schools, Climate and Culture, Family and Community Engagement, Community schools</p>	teachers	Mar 9, 2016	Jun 30, 2017	On-Track
<p>✚ Literacy Night will be hosted in each building to introduce curriculum, methods, and materials at each grade level. Tags: Climate and Culture, Family and Community Engagement, Community schools, Climate and Culture, Family and Community Engagement, Community schools</p>	teachers	Mar 1, 2016	Jun 4, 2016	On-Track
<p>✚ Continue to increase student responsibilities through 1. Monitoring the lunch line. 2. Maintaining lunchroom cleanliness and organizations. 3. Coordinating recycling program. 4. Assist with morning routines. Tags: Climate and Culture, Family and Community Engagement, Community schools, Behavior and Safety, Climate and Culture</p>	lunchroom personnel	Sep 9, 2015	Jun 20, 2016	On-Track
<p>✚ Teachers will continue to collaborate on common unit plans across grade levels based upon CCSS, which will include common standards-aligned assessments of a variety of types-- Screening (upon entry), Diagnostic (to pinpoint gaps), Progress Monitoring (during regular intervals); Formative: classroom (daily, weekly); Formative: team (unit, monthly); Benchmark/Interim (end of quarter or semester); Summative (end of quarter, semester, or year). Tags: MTSS, Assessment, Data Use, MTSS, Assessment, Data Use</p>	teachers	Jul 1, 2016	Jun 30, 2017	On-Track
<p>✚ Teachers will utilize common assessments by grade level bands for the types of assessment listed above. Examples may include MAP, TRC, WAPT for Screening; teacher-created pre-tests or surveys, TRC or DIBELs, or REACH Performance Taks for Diagnostic; AIMSWeb, TRC/DIBELS, running records, or other curriculum-based measures for Progress Monitoring; Quizzes, writing assignments, labs, exit slips, observations, discussions for Formative in the classroom; common unit tests of performance assessments for team Formative; Teacher-created, TRC, MAP, MPG for Benchmark, and mid-terms or finals, research papers or projects, or Spring centralized assessments; e.g., NWEA MAP, MPG, TRC, PARCC, ACCESS for Summative. Tags: MTSS, Assessment, Data Use, MTSS, Assessment, Data Use</p>	teachers	Jul 1, 2016	Jun 30, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ Classroom assessments with rubrics will be aligned to the standards referenced in the standards-based learning objectives and clearly connected to the instructional strategies and learning activities in the classroom. To help students see the connections between standards, objectives, learning activities, and assessments, we will utilize the following NEW Four Questions for Learning that are standards-based: 1. What is the standard for this grade level and subject that I am working to master? 2. What is the learning activity I am doing and how does it help me to master the standard? 3. What will I know and be able to do when I've mastered the standard? 4. How will the teacher assess whether I have mastered the standard? Primary grades do progress monitoring and benchmark assessments in reading comprehension, accuracy, and fluency. In Math, progress monitoring and benchmark assessments (computation, concepts, missing number, number facts, quantity discrimination). Tags: MTSS, Assessment, Data Use, MTSS, Assessment, Data Use</p>	teachers	Jul 1, 2016	Jun 30, 2017	On-Track
<p>✦ Adhere to the CPS Content Frameworks (Math, Science, Social Science, and Literacy) to ensure alignment of scope and sequence and text and task complexity. Tags: Curriculum Design, Climate and Culture, Curriculum Design, Climate and Culture</p>	teachers, principal, APs	Jul 1, 2016	Jun 30, 2017	On-Track
<p>✦ Teachers will articulate language goals that are separate from and support content goals e.g., Literacy - reading, writing and speaking. Tags: Curriculum Design, Climate and Culture, Curriculum Design, Climate and Culture</p>	teachers principal, APs	Jul 1, 2016	Jun 30, 2017	On-Track
<p>✦ Teachers will articulate math goals that are separate from and support content goals e.g., Math - use real world problems and concentrate on respective critical areas per grade level as defined by the Common Core State Standards Tags: Curriculum Design, Climate and Culture, Curriculum Design, Climate and Culture</p>	teachers, principal, APs	Jul 1, 2016	Jun 30, 2017	On-Track

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of 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 Principal will convene the first PAC meeting in September each school year so that parents can approve the Parental Involvement Plan and Policy and the Parent Compact. The 2016 meeting was held on September 30, 2016 at 8:45 AM in the parent room, all relevant document was shared and discussed with those in attendance.

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 school will held the Annual NCLB Title I Meeting on September 30, 2016 at 8:45 AM. The organizational meeting followed on the same date and all relevant documentation was shared with those in attendance. Officers for the PAC were elected and meeting dates were voted on. The school will hold PAC meetings at regularly scheduled dates and times set by the parents and PAC. Parents will receive information about the meetings on the School Calendar, through the posting of the agendas on the front doors, and through the use of the school marquee.

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 school will hold its Annual Open House in September to share with parents information about the school's curriculum, classroom assessments, and targeted goals. Additional information about Title I will be provided at the PAC meetings.

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.

In addition to PAC meetings, Stevenson School offers BAC and LSC meetings for parental involvement. The principal and assistant principals are reaching out to community organizations to plan parent workshops, parent meetings, and parent and community involvement opportunities. As parents make suggestions, the PAC, BAC, and LSC members will consider them and act accordingly on those suggestions that meet with the approval of the majority of the members present.

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.

Stevenson School shares student progress reports on standardized assessments as they become available by sending them home with each child, or, more desirably, sharing them with parents at Report Card Pickup. Regardless of how the results go home, teachers are available at Report Card Pickup and during the school day during their prep periods to meet with parents and review data. In addition, the administration is happy to review test results with parents as well.

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.

All parents will receive notice in October notifying them of the highly qualified status of their child's teacher. Stevenson School's teachers are all highly qualified. In the event that a class is covered temporarily by a teacher for longer than four weeks who is not highly qualified due to an unanticipated leave of absence, the school will send home written notice to each child in the room.

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

During the Annual NCLB Meeting in October, the agenda will include the Common Core State Standards, the state and local assessments, NCLB requirements, how to monitor their child's progress, and how to work with our teachers. In addition, each child has an agenda book to facilitate the home-school connection.

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.

In collaboration with our PAC, we will provide technology literacy training for parents. Classroom teachers will also provide parent workshops on topics chosen by the parents. We are also seeking collaboration with community groups that might offer such workshops and classes as GED classes or ESL classes for parents.

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 principal and assistant principals provide professional development to all staff members throughout the year. This PD includes the importance of the home-school connection in providing our students with the best possible educational experience.

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.

Stevenson School is committed to providing integrated services to our students and their families. The preschool teachers hold regular meetings with preschool parents. The k teachers hold a separate K Open House and distribute a Kindergarten Parent Handbook. Classrooms of all grade levels encourage parents to volunteer in the classrooms and/or act as chaperones on educational field trips throughout the school year.

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

All communications go home in English and Spanish, including a monthly newsletter and school calendar.

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.)

The Stevenson Learning Community will collaborate and contribute together to provide a safe, supportive, and nurturing environment where every student is career and college ready. Through collaborative planning and examination of data, teachers will develop lessons using the Common Core Standards and implement research-based best practices for teaching 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 Stevenson School Open House will be in September. This will provide parents with an informal opportunity to acquaint themselves with teachers, staff, and curricula.
The Stevenson School will hold two Report Card Pickup Days during the school year. They will provide parents with a one-on-one opportunity to meet with their children's individual teachers and discuss each child's individual academic progress. Report Card Pickup dates are typically in November and April.

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

Quarterly Progress Reports go home the fifth week of each quarter to inform parents how their children are doing halfway through each quarter. Quarterly Report Cards go home at the end of each quarter and include parent-teacher conferences at the end of the first and third quarters. In addition, agenda books go home daily and contain student progress and homework information.

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

The administration has an Open Door Policy and will meet with parents when available in the office. In addition, parents may schedule formal appointments to meet with administration. Teachers are available before school each school day and during their preparation periods or after school by appointment.

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

Parents are encouraged to volunteer for all special school events and classroom educational field trips. Parents, who wish to volunteer to chaperone a trip or on a regular basis to assist with parent patrol, hallway monitoring, or in the classroom at the request of a classroom teacher, will complete the online CPS Parent Volunteer process.

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

Parents will check their children's Agenda Book daily and to make sure children complete all homework assignments. Parents will review homework assignments with their children to check for understanding. Parents will listen to their child read aloud each evening for at least twenty minutes to encourage fluency development. Parents will make sure that their children come to school in uniform on time every day ready to learn. In addition to the Principal Newsletter, some homerooms send home Classroom Newsletters. Parents have indicated that these classroom newsletters contain valuable information about what is taking place in the classroom and they have indicated that they would like to see more teachers send them home. Parents have also requested that the school provide parent workshops on current teaching strategies for math concepts and skills used in the classroom.

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

Parents have the opportunity to participate in decisions relating to the education of their children by attending BAC, LSC, and PAC meetings. They will also attend scheduled and requested parent-teacher conferences. They will also attend special education staffings as necessary.

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

Students will come to school on time in uniform every day ready to learn. Students will Be Respectful, Be Responsible, and Be Safe. Students will complete all assigned classwork and homework. Students will be able to answer the Four Standards-Based Questions for Learning:

1. What is the standard for this grade level and subject that I am working to master?
2. What is the learning activity that I am doing and how does it help me to master the standard?
3. What will I know and be able to do when I've mastered the standard?
4. How will the teacher assess whether I have mastered the standard?

Students will bring their agenda book to all classes and take it home each evening. All students complete Goal Setting Worksheets to improve their MAP scores. We are on a Mission to MARS-- Math, Attendance, & Reading Success!

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.

- Parents will learn how to help their children at home with literacy and math strategies that will help the children have more academic success in school. September 2016-December 2016
- Parents will be aware of the different issues that their children may be experiencing at school with peers and friends such as bullying and peer pressure. Parents will create action plans to address these issues. January 2017-March 2017
- Parents will have access to different programs, workshops, and online resources to help build their parenting skills. April 2017-August 2017

Allocate your Mandated Title 1 Parent Involvement Funds to support your Parent Involvement Program.

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 0 .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 5000 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 500 .00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order	\$ 2092 .00

after service is rendered (NO CHECKS ARE ALLOWED)

54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$	50	.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.	\$	0	.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$	0	.00
53510	Postage Must be used for parent involvement programs only.	\$	50	.00
53306	Software Must be educational and for parent use only.	\$	0	.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$	0	.00
