



Elizabeth H Sutherland Elementary School (/school-plans/418) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
01/12/2016	Kinsella, Kanellopoulos, Steinmiller	CIWP Planning
02/09/2016	Parker	IB CIWP Planning

02/16/2016	LSC Members	CIWP Meeting - LSC - Organization
02/29/2016	Baker, Cira, Parker, Roberts, Steinmiller	Senior Leadership Team Meeting - Data Collection
03/01/2016	Parker, Roberts	Triangulation
03/02/2016	Instructional Leadership Team - All CIWP Teachers	Triangulation to Priorities
03/16/2016	Instructional Leadership Team - CIWP Committees	Committee Breakout Sessions
03/22/2016	Assessment Committee	
03/24/2016	Curriculum Committee	
03/23/2016	Relational Trust Committee	
03/29/2016	MTSS Committee	
03/30/2016	Instructional Leadership Team	CIWP Next Steps
04/04/2016	Senior Leadership Team	Progress Monitor
04/08/2016	Network and Principal	Reflections
04/11/2016	Assessment Committee	
04/12/2016	Curriculum Committee	
04/13/2016	Relational Trust Committee	
04/14/2016	MTSS Committee	
04/15/2016	Senior Leadership Team with CPS Support	MTSS Planning
04/27/2016	Instructional Leadership Team	CIWP Presentation
05/06/2016	Senior Leadership Team	Reflection and Revision
05/04/2016	Senior Leadership Team	Reflection and Revision
05/02/2016	Senior Leadership Team	Reflection and Revision
05/11/2016	Chief and Principal	CIWP Review
05/17/2016	Principal	CIWP Revision

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

1 2 3 4

School Mission: The Sutherland School community envisions a school where student learning is facilitated in a manner that ensures that each student reaches his or her potential and grows and develops intellectually, socially and in global awareness. Students as described in the IB Learner Profile are learners who strive to be inquirers, thinkers, communicators, and risk takers who are knowledgeable, principled, open-minded, caring, balanced and reflective. Our students will have the necessary skills to be successful in high school and post secondary education.

School Vision: We are learners becoming global, analytical and reflective humanitarians

- On school website
- Signature of Principal Steinmiller emails
- Vision created by entire staff in ILT and GLT meeting
- Office answers phone using the attribute of the learner profile for the month
- Back to school PD-education K-5 on learner profiles, IB educational philosophy, & Sutherland's support of philosophy
- Meeting agendas, staff & community bulletins (GLT, ILT, SLT) include vision & Strategic goals
- Parent Bulletins are located on school website
- Staff bulletins are on shared on the Sutherland Staff drive and emailed to staff weekly
- Strategic goals reviewed at start of year; and referenced as school-wide decisions are made. (SLT, ILT, GLT, LSC, Principal's report)
- Strategic goals on the Sutherland staff drive
- Mission & vision shared at LSC meetings, community meetings (breakfast with principal & appetizers with principal)
- Relationship between school's vision and initiatives and priorities are referenced in decision making as evident by agendas, bulletins, website, and brochures. School wide focus on purposing the work, communicating the purpose
- School wide development of the attributes of the learner profile & vision through instruction, MTSS, discipline, and diverse learner support
- Parents/guardians understand and agree that the development of the attributes of the learner profile impacts the development of the whole child in school and outside.
- Effective Leaders (does leadership focus on results and school improvement)-Very Weak Rating
- Collaborative teachers (do teachers work well together and strive for excellence)-Weak rating
- 60% of MYP students understand and can communicate Sutherland's vision (survey data)
- 50% of MYP students report that there is a consistent practice of encouraging students to demonstrate and reflect on the attributes of the learner profile (survey data)

IB Self Study

- Standard A-the school's educational beliefs and values reflect IB philosophy requires significant attention
- Standard B1: Leadership and structure: the school's leadership and administrative structures ensure the implementation of the MYP requires significant attention.
- Standard B2: Resources and support: the school's resources and support structures ensure the implementation of the MYP shows satisfactory development.

CPS Framework for Teaching

- Professional Responsibilities- 41 %distinguished, 45 % proficient, 12 %basic, 0 %unsatisfactory

CPS Performance Standards for School Leaders

- A1. Assess the current state of school performance and develops CIWP - Proficient
- A.2 Implements data driven decision making and data driven instruction - Proficient
- A5. School vision and mission drive decision-making - Proficient
- D4. Demonstrates change management - Proficient

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
 - Consider the demographics of the school community in developing a shared vision.
 - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
 - Consistently use informal and formal opportunities to champion and articulate the vision.
 - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
 - Ensure the school's identity, vision, and mission drive school decisions.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
 - Build shared leadership structures and opportunities for job-embedded leadership training and development.
 - Capitalize on the leadership skills of others.
 - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
 - Master skills associated with large-scale strategic planning processes and implementation of such plans.

- Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
 - Model ambitious goals for teaching and learning for all students, including priority groups.
 - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
 - Buffer staff from external distractions to the school's priorities and goals.
 - Limit school improvement goals to a few high leverage activities.
 - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1 2 **3** 4

ILT effectiveness rubric score

- Have not used

Artifacts-ILT agendas, GLT agendas created by ILT

- 8 agendas posted in Sutherland staff drive-
- Obj.-team building, understanding purpose of ILT, understanding cycles of teaming meetings and how they will be used to accomplish critical goals in order to achieve Sutherland's vision
- Obj.- Analyze Data from Vertical Alignment Meeting and Collecting Data to inform instruction. (self study, learning walk collecting artifacts that articulate our mission/vision, unit of study, environment elements
- Obj.- Collecting and analyzing data to inform instruction (share out data collected-artifacts, units, commonalities, standards/practices of MYP
- Obj.-Analyze collected data, instructional change design, creating teaming agenda/plan-Purposing the environment, alignment of unit to lessons,
- Obj.-What-school wide critical goals and initiatives, ILT expectations, meeting structures, HOW-purposing the work, interactive activities, WHY-accomplish critical goals in order to achieve IB statement expectation
- Obj.-setting expectations for learning walk at respective schools and unit plan reflections. WHAT-identifying observing and creating best practices HOW-reflecting on purposing the work and interactive activities (engagement), WHY-accomplish critical goals in order to achieve Sutherland's vision
- Obj-understanding how unit plans, learning walks, professional feedback provides insight for improving instructional practice. What – Identifying, observing, creating and reflecting on best practices to enhance knowledge of student How – Reflecting on leadership practices and building teacher teams; informing our practice through a professional reading.Why – Accomplish critical goals in order to achieve Sutherland's vision.
- Obj-Review schedule changes, identifying areas of concern, creating solutions
- Conduct learning walks-data collection on the purposing of the environment, purposing of unit plans
- Analyze and compile data learning walks, self study, 5 essential report, NWEA scores, school report card-apart of PD agendas
- Analyze and compile data on summative assessments & student work-has not happened yet

Teaming agendas posted in Sutherland staff drive

- 7 teaming agendas
- Identifying what makes us an IB school, identifying ways to use attributes of the learner profile to build relationships with students-sharing practices
- Developing inquiry activities and identifying skills (ATL) to help students be successful with inquiry
- Analyzing how to plan with the end in mind-starting with summative assessment and identifying skills (ATL) that students will need to be developed to be successful
- Discussing ways to differentiate based on skill (ATL), strategy, and product.

5 essentials

- Effective Leaders (does leadership focus on results and school improvement)-Very Weak Rating
- Collaborative teachers (do teachers work well together and strive for excellence)-Weak rating

IB Self Study

- Standard B1: Leadership and structure: the school's leadership and administrative structures ensure the implementation of the MYP requires significant attention.
- Standard B2: Resources and support: the school's resources and support structures ensure the implementation of the MYP shows satisfactory development.
- 60% of MYP students understand and can communicate Sutherland's vision (survey data)
- 50% of MYP students report that there is a consistent practice of encouraging students to demonstrate and reflect on the attributes of the learner profile (survey data)

CPS Framework for teaching

- Professional Responsibilities- 41 %distinguished, 45 % proficient, 12 % basic, 0 %unsatisfactory

CPS Performance Standards for School Leaders

- A1. Assess the current state of school performance and develops CIWP - Proficient
- A2. Implements Data driven decision making and data driven instruction - Proficient
- B5. Supports teacher teams - Proficient

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
 - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
 - Relentlessly ask, "**Is it working?**" about every program, initiative, and strategy in the school.
 - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
 - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "**If not, why not?**"
- **Share leadership for improving teaching and learning with representative school members.**
 - Organize the team around a common understanding of team's purpose and instructional priorities.
 - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
 - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
 - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
 - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
 - Systematically consider root cause(s) based on thorough review of evidence.

- **Use timely and relevant data/evidence sources.**
 - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
 - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
 - Meet regularly (2-4 times per month).
 - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
 - All team members have equity of voice and are actively engaged in asking questions.
 - Celebrate small wins and improvements.
 - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

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

Professional Learning:

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

Score

1 2 3 4

Sutherland Professional Learning Plan

- Aligned to 2014-2016 CIWP priorities (CCSS literacy, CCSS Math, NGSS Science, IB instruction and culture, MTSS and SEL, Arts)
- Areas of focus: Whole school-academic development-purposing the work: what, how and why, Social emotional development-IB pawisitive and shared expectations. GradeLevel/Department-class cycle of inquiry-data analysis, goal setting, planning and progress monitoring, Individual personal learning, individualized professional development plan(teachers)
- ITL Cycles: instructional change design plan - environment, student engagement, assessment
- Grade level cycles: Data, Informing instruction, Individualized student supports
- PD plan advances the schools improvement agenda
- PD feedback-ILT share out from grade level teaming meetings
- PD feedback from GLT-no formal way of gaining feedback
- Unit plan feedback (18% for MYP)
- Unit plan feedback-peer feedback (1 time)
- Peer observations (learning walk within Sutherland, MPHS/Clissold Learning walk, Oscar Mayer learning walk, teacher initiated peer observations)
- Teacher practice improving on the framework for teaching (e.g. Basic > Proficient, Proficient>Distinguished)

Teacher Professional development

- Facing History - 100%
- IB-MYP- 71.4% teachers, 50% admin
- Network CCSS- 90%
- Framework Specialists- 100%
- Summer Design Program-PLP- 100%

IB Self Study

- 71.4% of MYP teachers have received current IB professional development

5 essentials

- Effective Leaders (does leadership focus on results and school improvement)-Very Weak Rating
- Collaborative teachers (do teachers work well together and strive for excellence)-Weak rating

SQRP Attainment & Growth

- Student growth is above average (87th percentile for Reading, 55th Percentile for Math)
 - Student attainment is far above average (97th percentile for Reading, 87th percentile for Math)
- CPS Framework for teaching
- Professional Responsibilities- 41 %distinguished, 45 % proficient, 12 %basic, 0 %unsatisfactory

CPS Performance Standards for School Leaders

- B2. Observes and evaluates staff and gives feedback to staff. - Proficient
- B6. Professional development provided for staff - Proficient
- B5. Supports teacher teams - Proficient

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
 - Use data to identify performance and practice gaps to inform PL plan.
 - Use research about best practices to identify potential learning and subject matter experts to support.
 - Solicit feedback from staff to inform selection of PL opportunities.
 - Provide PL relevant to the cultural and linguistic needs of students.
 - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
 - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
 - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
 - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
 - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
 - Teachers provide and accept collegial support and feedback to/from colleagues.
 - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
 - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
 - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
 - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
 - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda?
	✓ PD agendas, PD feedback surveys
	✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

Aligned Resources:

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

Score

1 2 3 4

Schedules

- 5th-8th grade students are departmentalized allowing students to have access to high quality teachers
- schedule permits 7th and 8th grade students to have access to algebra and pre-algebra which is having access to high quality teachers
- schedule is responsive to student needs-maximized instructional time, maximized academic engagement time

Budget

- Budget shared with LSC and staff
- Teams received budget to purchase resources determined by team
- Ordering supplies-determined by teams, approved by admin (ordering/receiving break down in process/unclear procedure)

Community based organizations that partner with the school & description of services

- Facing History
- Chicago Run
- Leap Innovations-Summer Design
- Library partnership
- Arts Partnership
- PE Partnership

Teacher retention rates

- Creating positive climate-bulletin reminders of professionalism, no 'bad student', development of ILT members to work to create positive teams

Candidate interview protocols

- Members of staff involved in interview process (2015-16 year)

IB Self Study

- Standard B2: Resources and support: the school's resources and support structures ensure the implementation of the MYP shows satisfactory development.
 - Student schedule allows for the requirements of the program to be met
 - The school provides dedicated time for teachers' collaborative planning and reflection (1 full PD day, facing history PD time, IB coordinator planning.
 - C1: Collaborative planning and reflection supports the implementation of the middle years program requires significant attention.
- 5 essentials
- Effective Leaders (does leadership focus on results and school improvement)-Very Weak Rating
 - Collaborative teachers (do teachers work well together and strive for excellence)-Weak rating

CPS Framework for teaching

- Professional Responsibilities- 41 %distinguished, 45 % proficient, 12 %basic, 0 %unsatisfactory

CPS Performance Standards for School Leaders

- A3. Allocates resources to support student learning, prioritize time - Proficient
- B4. Hires and retains highly effective teachers - Proficient

Guide for Aligned Resources

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Score

1 2 3 4

- Subject group overviews for MYP-aligns with the majority of units of inquiry, not 100% complete
- Do not have scope and sequence for K-5
- Units of inquiry: cover themes that are based on conceptual understanding (knowledge that is transferable across disciplines)-What is our percent of units that cover a theme that is transferable across disciplines?
- MYP units include purpose (59.54%), summative assessment (17.14%), reflections prior (50.42%), reflections during and after (23.34%), Feedback on units (18.10%), Learning processes (action section of unit plan) aligned to unit (28.18 %)
- Comprehensive unit plans include assessments- ~20-25% of units include summative assessment (more than listing of test, quiz-includes what students will experience during their summative assessment/copy of the summative assessment)
- Language policy, assessment policy, academic honesty policy –developed; not utilized by staff and directly tied into curriculum
- Extending units outside of the classroom for real world application
- MYP summative assessments-authentic real world application: barbie drop, fundraising, baseball field, dance performance, artwork, logo creation, science experiments, building rockets, cooking creation assessment, etc.
- Field trips (field museum, kindergartons), service learning & action (pajama donations, MYP projects), guest speakers (chi arts student guest, MPHS student speaker, movie speakers)
- Social emotional learning is integrated into curriculum-Second step, hate breakers, ATL skills that address affective skills
- Attributes of learner profile are intentionally incorporated into _____% of units of inquiry
- Social emotional skills are intentionally incorporated into _____% of units of inquiry

Self Study

- C1: Collaborative planning and reflection supports the implementation of the middle years program requires significant attention.
- C2: written curriculum reflects IB philosophy shows satisfactory development

Five Essentials

- Ambitious instruction is neutral
- Effective Leaders (does leadership focus on results and school improvement)-Very Weak Rating
- Collaborative teachers (do teachers work well together and strive for excellence)-Weak rating

CPS Framework for Teaching

- 3a. Communicating with students
- 3c. Engaging students in learning
- 1a demonstrating knowledge of content and pedagogy
- designing coherent instruction

CPS Performance standards for school leaders

- B1. Implements curricular scope and sequence and reviews instructional practices
- C1. Creates a culture that supports social emotional learning and effective effort

SQRP Attainment & Growth

- Student growth is above average (87th percentile for Reading, 55th Percentile for Math)
- Student attainment is far above average (97th percentile for Reading, 87th percentile for Math)

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=Y3BzLmVkdXrY3xneDoyYjIINGI4MmY3YTlxYTgz>), etc.)**
- **Integrate academic and social emotional learning.**

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

Evidence, Measures, and Standards

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

Instructional Materials:

Score

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)

1 2 **3** 4

- ____% of units of inquiry include description of materials
- ____% of materials included in units of inquiry represent a presence of varied texts, supplementary media, manipulatives and supplies to achieve valued learning outcomes
- ____% of subject group overviews that include cross section of materials
- ____% of resource materials that are available and circulated throughout the school
- ____% of units that demonstrate that technology is integral to student learning experiences
- ____% of units of inquiry demonstrate student choice of instructional materials as part of learning
- ____% of consumables that are non-print supplies that promote active, hands on learning

SQRP Attainment & Growth

- Student growth is above average (87th percentile for Reading, 55th Percentile for Math)
- Student attainment is far above average (97th percentile for Reading, 87th percentile for Math)

Five Essentials

- Ambitious instruction is neutral
- Supportive environment is weak

CPS Framework for teaching

- 1a. demonstrating knowledge of content and pedagogy
- 1b. demonstrating knowledge of students
- 1c. selecting learning objectives
- 1d. designing coherent instruction

CPS Performance Standards for School Leaders

- A3. Allocates resources to support student learning, prioritizing time

Guide for Instructional Materials

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

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
 - Are selected and adapted based on learning objectives and learner needs.
 - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
 - Student outcomes and developmental appropriateness determine when and who will use the materials.
 - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
 - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.

- Materials are in English and native language for English learners.
- Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
 - Students interact with instructional materials to engage all modalities in the learning process.
 - Technology is integral to students learning experiences.
 - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
 - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
 - The teacher models effective use of various materials.
 - Students understand that materials are a means to acquire language, knowledge, and competencies.
 - Technology enhances students' higher order, creative thinking and problem solving.
 - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
 - Students make choices about instructional materials as part of learning.
 - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
 - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of materials from a variety of content areas and grade levels
	✓ Evidence of scaffolding and differentiation for all students to access the content/skills
	✓ Description of materials in curriculum and/or lesson plans
	✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

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

Score

1 2 **3** 4

- Do not have an organized school wide cross section of student work K-5
- 18.5 % of unit 4 for MYP have collection of student work to be included in curriculum binders
- 0 curriculum binders created
- 0% of students have portfolios that include samples of their work
- 43% of MYP students report they experience summative assessments that are authentic, challenging and allow them to apply skills in real life situations in (self study student survey)
- 60% of MYP students feel they are being challenged to take responsibility for their learning by developing ATL skills and being reflective of work products by assessing work against criterion. 42% of these students report that this is inconsistent from subject to subject of each year of the program. (self study student survey)

SQRP Attainment & Growth

- Student growth is above average (87th percentile for Reading, 55th Percentile for Math)
- Student attainment is far above average (97th percentile for Reading, 87th percentile for Math)

Five Essentials

- Ambitious instruction is neutral

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

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

Score

1 2 **3** 4

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

- Provide access to Algebra for all 8th graders
- Provide MYP instruction to ensure smooth transition to MYP (HS), DP or CP
- Educate students on analyzing their transcripts, test scores, attendance, grades, actions, behavior-PLPs
- 95.4% attendance rate in 2015, 96% in 2014
- MTSS team-monitor student progress, support teachers, create individualized intervention plans that match a student's academic, social and emotional behavioral needs.
- High school fair-invite schools to speak to 8th grade students to aid in transition

Five Essentials

- Ambitious instruction is neutral
- Supportive Environment is weak

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 everyday student

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

1 2 **3** 4

SQRP Attainment & Growth

- Student growth is above average (87th percentile for Reading, 55th Percentile for Math)
- Student attainment is far above average (97th percentile for Reading, 87th percentile for Math)

Five Essentials

- Ambitious instruction is neutral
- Supportive Environment is weak
- Effective Leaders (does leadership focus on results and school improvement)-Very Weak Rating

IB Self Study

- Teaching and learning reflects IB philosophy shows satisfactory development
- 80% of MYP staff intentionally provide opportunities to develop the attributes of the learner profile.

Evidence of best practices

Informational observation data

Peer observation data

Learning walks

Unit plans

Guide for Instruction

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

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

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

Score

1 2 3 4

- 95.4% Attendance Rate

•

Five Essentials

- Ambitious instruction is neutral
- Supportive Environment is weak
- Collaborative teachers (do teachers work well together and strive for excellence)-Weak rating

SQRP Attainment & Growth

- Student growth is above average (87th percentile for Reading, 55th Percentile for Math)
- Student attainment is far above average (97th percentile for Reading, 87th percentile for Math)
- 95.4% Attendance Rate

•

Five Essentials

- Ambitious instruction is neutral
- Supportive Environment is weak
- Collaborative teachers (do teachers work well together and strive for excellence)-Weak rating

SQRP Attainment & Growth

- Student growth is above average (87th percentile for Reading, 55th Percentile for Math)
- Student attainment is far above average (97th percentile for Reading, 87th percentile for Math)

Guide for Multi-Tiered System of Support

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

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

Score

1 **2** 3 4

- ___% of units that include formative and assessments embedded in a long term plan with fidelity
- 0% of curriculum binders include examples of a variety of teacher created and teacher selected assessments
- ___% of PLPs that include MYP criterion based assessment data for the purpose of planning
- ___% of PLPs that include assessment data analysis for the purpose of planning
- 0% of syllabi that include an assessment calendar
- ___% of MYP teachers using GRASPS or EXAM template –building common assessments
- Staff & student handbook include school's grading policy:

GRADE GUIDELINES

The numeric grading is indicated below:

100 – 90 A

89 – 80 B

79 – 70 C

69 – 60 D

59 - below F

Our goal in developing out students' success and growth is that students are supported and retaught to obtain success at a C or above. We will collaborate to develop a grading policy aligned with IB expectations.

WEIGHTING ITEMS IN GRADEBOOK:

CATEGORY PERCENTAGE FREQUENCY

Formative assessments: class work, bell ringers, discussions, etc. 30% 2 times per week

Homework 10%

Class participation* 5% Opportunities for Success

Quizzes 20% 1 per week (unless test)

Summative Assessments: Written tests, essays, and summative projects 35% Minimum 2 per quarter

- All teachers must utilize the weighting categories as specified above. Any deviations must be approved by Mr. Steinmiller or Ms. Roberts. Please submit request via email.
- Consider approximately 3 grade minimum entries per week average for most weeks.
- Teachers must update GRADEBOOK weekly.
- All teachers must adhere to the late work policy.
- Participation may be higher in PE and Arts courses.
- Specials will be expected to enter 1 grade per week due to frequency

Grade distribution reports

Examples of grade books

IB Self Study

- Standard C4: Assessment at the school reflects the IB assessment philosophy requires significant attention
- ___% of teachers implementing Assessment Policy as outlined in Handbook

Five Essentials

- Ambitious instruction is neutral

SQRP Attainment & Growth

- Student growth is above average (87th percentile for Reading, 55th Percentile for Math)
- Student attainment is far above average (97th percentile for Reading, 87th percentile for Math)
-

CPS Framework for teaching

- 1c. selecting learning objectives
- 1e. designing student assessment
- 3d. using assessment in instruction
- 4a. reflecting teaching and learning
- 4b. maintaining accurate records

CPS Performance Standards for School Leaders

- B1.

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see MTSS and Instruction)**
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design (<http://www.udlcenter.org/aboutudl/udlcurriculum>) and use of accommodations and, where needed, modifications.**
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).

- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (<http://www.csai-online.org/spotlight/assessment-design-toolkit>).
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
 - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
 - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 **3** 4

PLP's
SEL/PBIS Team

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
 - Use strategies to reinforce and cultivate student curiosity.

- Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
- Consistently communicate the expectation that all students can achieve at high levels.
- Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
 - Clearly display school-wide expectations for academic and personal success throughout the building.
 - Set high expectations according to grade-appropriate learning objectives.
 - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
 - Recognize high levels of student achievement. All students receive recognition.
 - Encourage student resilience and hard work.
 - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
 - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
 - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
 - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
 - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
 - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
 - Employ strategies including ongoing monitoring and support of students' academic behaviors.
 - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Relational Trust:

The school is characterized by high levels of relational trust between all school participants - the "glue" or the essential element that coordinates and supports the processes essential to effective school improvement. Interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. The net result of interactions is that of academic and personal connections among students and adults.

Score

1 **2** 3 4

Weak 5 essentials

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
 - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
 - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
 - Create opportunities for students to build positive relationships with peers.
 - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
 - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
 - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
 - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
 - Respect other teachers who take the lead in school improvement efforts.
 - Respect colleagues who are experts at their craft.

- Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
- Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

Score

1 2 **3** 4

Increased extracurricular opportunities and sports
Student interest survey
High participation with MVMS survey

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

MVMS score neutral
High level of proficient and distinguished

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

Score

1 **2** 3 4

about a more restorative culture. The school is also characterized by strong and consistent school and classroom climates. The school reinforces positive behaviors and responds to misbehaviors in calm, respectful, and thoughtful ways, teaching students important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning. When misbehavior occurs, the school seeks to understand the underlying reasons (root cause) in order to design a response that effectively changes student behavior using a menu of instructive, corrective and restorative responses.

Behavior matrix

Missing restorative practices

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
 - A team meets regularly to organize systems that support a restorative environment.
 - Post and refer to clear, positively stated expectations and model expected behaviors.
 - Create routines and procedures central to the learning environment.
 - Engage families as partners.
 - Contact families frequently to inform them of positive student behavior and progress.
 - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
 - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
 - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
 - Use data to determine which behaviors should be retaught or more heavily reinforced.
 - Explicitly teach expected behavior and positively reinforce consistently school-wide.
 - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.**
 - Ensure classroom instruction continues when problem behavior occurs.
 - Prefer responses that do not remove students from regular instructional setting or after school activities.
 - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
 - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
 - Support teachers to engage in restorative conversations or respond to behavior incidents.
 - Provide opportunities for students to take responsibility for repairing harm caused by their actions.
 - Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
 - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
 - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
 - Designate space and consistent staff to support implementation of ISS.
 - (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

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

Parent Partnership:

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

Score

1

2

3

4

Strong PTA
Some division
Parent activities with increase staff participation
Partnerships with multiple universities

Guide for Parent Partnership

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

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

Score Framework dimension and category

Area of focus Ø= Not of focus

2 Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading

1	2	3	4	5	Ø
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2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1	2	3	4	5	⊘
2	Expectations for depth & breadth of Student Learning: Curriculum	1	2	3	4	5	⊘
2	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊘
2	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊘
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1	2	3	4	5	⊘
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1	2	3	4	5	⊘
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Quality Teaching: Instruction	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	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: 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: Professional Learning	1	2	3	4	5	⊘

Goals

Required metrics (Elementary)

18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
Average trend growth	89.00	87.00	88.30	90.00
National School Growth Percentile - Math				
Average trend growth	58.00	55.00	59.50	63.00
% of Students Meeting/Exceeding National Ave Growth Norms				
Average trend growth	54.70	(Blank)	59.30	63.37
African-American Growth Percentile - Reading				
Average trend growth	78.00	82.00	83.80	85.52

Hispanic Growth Percentile - Reading

Average trend growth	93.00	(Blank)	93.70	94.33
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English Learner Growth Percentile - Reading

N/A	(Blank)	(Blank)	100.00	100.00
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Diverse Learner Growth Percentile - Reading

Average trend growth	52.00	40.00	46.00	51.40
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African-American Growth Percentile - Math

Average trend growth	45.00	45.00	50.50	55.45
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Hispanic Growth Percentile - Math

Average trend growth	60.00	(Blank)	64.00	67.60
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English Learner Growth Percentile - Math

N/A	(Blank)	(Blank)	100.00	100.00
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Diverse Learner Growth Percentile - Math

Average trend growth	56.00	17.00	25.30	32.77
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National School Attainment Percentile - Reading (Grades 3-8)

Average trend growth	97.00	97.00	97.30	97.57
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National School Attainment Percentile - Math (Grades 3-8)

Average trend growth	86.00	86.00	87.40	88.66
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National School Attainment Percentile - Reading (Grade 2)

Average trend growth	98.00	90.00	91.00	91.90
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National School Attainment Percentile - Math (Grade 2)

Average trend growth	95.00	93.00	93.70	94.43
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% of Students Making Sufficient Annual Progress on ACCESS

N/A	(Blank)	(Blank)	100.00	100.00
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Average Daily Attendance Rate

Average trend growth	96.00	95.60	96.04	96.35
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My Voice, My School 5 Essentials Survey

Move a level up each year	(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...

create and establish systems of data collection

effective academic and behavioral interventions

student academic and social-emotional growth and success

Tags:

Multi-tiered support systems

Area(s) of focus:

2

Action step [?]

Responsible [?]

Timeframe [?]

Evidence for status [?]

Status

Library of resources to support MTSS, database, interventions, and enrichment.

Admin, MTSS Coordinator (Counselor), and MTSS Team

May 23, 2016 to Jun 17, 2016

Google drive sharing of best practices, interventions loaded

Not started

Identify and create MTSS team including K-2, 3-5,6-8 (MYP), Specials, DL teachers, and security.

Admin and MTSS Coordinator

May 9, 2016 to May 20, 2016

Team identified and trained

Behind

Set classroom management plan expectations

Admin and MTSS Team

May 23, 2016 to Jun 17, 2016

Basic elements of classroom management plan established for start of year.

Behind

MTSS Summer Meeting sessions to develop PBIS implementation structure and details of plan. Student Council provides feedback for goals and plan

Admin, MTSS Team, and Student Council

Jun 27, 2016 to Aug 12, 2016

PBIS Plan: School Structure, Class structure, Timeline for implementation, Communication Plan, and monitoring tools

Behind

Back to school refreshing PD - Calm Classroom, Morning Meetings, Second Step. Bi-monthly monitoring of strategies

Admin, MTSS Team, Teachers, and Staff

Aug 29, 2016 to Sep 2, 2016

Agenda and enacting PD. Cycles of inquiry to support teachers with program implementation

Behind

Quarterly reflection and PD - Data and PD Targeting Tier 1 and Tier 2 Supports. Presentation and summary of academic and behavior data and next steps. Data is founded on a behavior, attendance, and grades (B.A.G).

All Teachers and staff

Sep 5, 2016 to Jun 23, 2017

100% implementation of tier 1 supports classes. Set plan for year 1 to develop all teacher capacity.

Behind

Grade Level MTSS meetings two weekly meetings per quarter dedicated to MTSS. Monitor Behavior, Attendance, and Grade Data. Stoplight each class and support through cycles of development.	All Teachers	Sep 5, 2016 to Jun 22, 2018	16 Q1 - Tier 1 Planning and agenda 16 Q2 - Tier 1 Planning and agenda 17 Q3 - Tier 1 Planning and agenda 17 Q4 - Tier 2 Planning and agenda 17 Q1 - Tier 2 Planning and agenda 17 Q2 - Tier 3 Planning and agenda 18 Q3 - Tier 3 Planning and agenda 18 Q4 - Tier 4	Behind
Establish Classroom Management plan aligned with expectations developed by MTSS team	MTSS Team and All Teachers	Aug 29, 2016 to Sep 2, 2016	Completed Classroom Management Plans evaluated by each teacher using a rubric	Behind
Re-evalate Classroom Management plan aligned with expectations and inclusive of PD strategies.	MTSS Team and All Teachers	select	Revised classroom management plan established.	Behind
MTSS Quarterly Parent Sessions	MTSS Team, Parents, Administration	Sep 6, 2015 to Jun 17, 2016	To be developed by the MTSS team.	Not started

Strategy 2

If we do...

alignment of K-8 IB curriculum, subject group overview, and text complexity

...then we see...


comprehensive unit plans including assessment (vertical/horizontal, curriculum map)

...which leads to...

ALL student attainment and growth

Tags:
Curriculum

Area(s) of focus:
3

Action step 


6 Months – Create a quarterly Curriculum map grades k-5, K-8 vertical/horizontal (scaffolding curriculum), Analyze MYP grades 6-8 subject group overview in order to effectively implement interdisciplinary unit plans, ATL scaffolding plan, and vertical/horizontal alignment

Responsible 

Admin, ILT, and Grade Level Teams

Timeframe 

Jun 17, 2016 to Feb 1, 2017

Evidence for status 

Implementation of quarterly curriculum maps, connecting vertical/horizontally K-8 (accessible on drive)

Status

Behind

All stakeholders participate in professional development to increase knowledge and implementation of the 6-8 MYP program.

Admin, All Teachers, and staff.

Jun 20, 2016 to Sep 30, 2016

Certificates for all teachers

Behind

Experienced MYP teachers will receive category 3 training. Any teachers entering IB MYP will be trained in category 1 or 2 training.	All MYP Teachers	Jun 30, 2016 to Sep 30, 2016	Certificates for all MYP teachers	Behind
Create quarterly units for grades K-5, reflect, revise using rubric, analyze 20-25 hour units for MYP grades 6-8; including formative and summative assessments	Admin, IB Coordinator, and All Teachers	May 16, 2016 to Jun 23, 2017	K-5 Grade level unit binder aligned to standards, MYP grades 6-8 aligned objectives and Approaches to Learning Skills(accessible on drive), MYP student work samples MYP grades 6-8 with one interdisciplinary unit per year per grade level(accessible on drive) 10% MYP units to exemplary, 50% MYP units developing, 40% MYP units novice Submit MYP units to IBO according to requirement cycle	Behind
Review implementation curricular scope and sequence and instructional practices to develop more comprehensive units to maximize impact of student learning, MYP curriculum will be published on the Sutherland Staff Google drive and webpage.	ILT and all teachers	May 16, 2016 to Jun 22, 2018	Reflection and revision process of all stakeholders	Behind
On-going cycle of innovation to build upon comprehensive units and instructional practices to advance the complexity of the integration of standards and skills across all disciplines.	ILT and all teachers	Aug 29, 2016 to Jun 22, 2018	Reflection and revision process of all stakeholders	Behind
Four grade level weekly meetings per quarter dedicated to planning and instruction. Discuss planning action and review, and instructional actions and review through cycles of development	ILT and Teachers	May 16, 2016 to Jun 22, 2018	IPDP and curricular cohesion	Behind
Quarterly Parent Meetings to familiarize parents with IB standards, philosophy, and subject group overview for IB MYP; and Common Core Unit Plans, scope and sequence and standards.	IB Coordinator, Teacher Leaders, Parents	Jun 6, 2016 to Jun 16, 2017	Quarterly Parent Meetings to familiarize parents with IB standards, philosophy, and subject group overview for IB MYP; and Common Core Unit Plans, scope and sequence and standards.	Not started

Strategy 3

If we do...

...then we see...

...which leads to...

a regular cycle of inquiry

organizational and instructional development

improved student learning and outcomes

Tags:
MTSS, Curriculum, Balanced grading and assessment

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

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
A Common Core PARCC in-service will be provided to teachers.	Admin and ILT	Aug 29, 2016 to Sep 2, 2016	Agenda and completion	Behind
Primary teachers will administer MPG in their respective grades to determine students' strengths and areas of development.	Primary Teachers	Aug 29, 2016 to Sep 2, 2016	Student data documented and PLP's started	Behind
Diverse Learners in Upper Grades trained in goal setting and participation in IEP discussions.	LBS1 and All Teachers	Aug 29, 2016 to Sep 2, 2016	Agenda and completion	Behind
Develop cycles of inquiry for teaming through 1.Planning, 2. Instructional practices, 3. Assessments, 4. MTSS	SLT and ILT	May 4, 2016 to Jun 17, 2016	Professional Learning Plan	On-Track
Cycle step 1. Analyze data and trend data to identify key initiatives and learning outcomes to narrow instructional focus	ILT and GLT	Aug 29, 2016 to Feb 1, 2017	Professional Learning plan and documentation in Sutherland Google Drive	Behind
Cycle step 2. Teams collect data for strategic instructional planning and goals setting.	ILT and GLT	Aug 29, 2016 to Feb 1, 2017	Professional Learning plan and documentation in Sutherland Google Drive	Behind

<p>Cycle step 3. Grade Level and IB team create SMART goals, objectives, and identify skills to progress monitor 1. Align and implement curricular strategies vertically and horizontally throughout the school in order to increase literacy capacity. 2. Close the growing achievement gap in literacy between demographic groups 3. Developing school wide Rubrics aligned to the Common Core Standards and IB Standards. 4. Develop a vertically and common core aligned literacy scope, sequence and assessment plan reflecting our Common Core and IB curriculum. 5. Provide targeted and assessed instruction for students who are identified as close to exceeding / exceeding the grade level standards in literacy and math 6. Provide enrichment for high performing students in all areas</p>	<p>ILT and GLT</p>	<p>Aug 29, 2016 to Feb 1, 2017</p>	<p>Professional Learning plan and documentation in Sutherland Google Drive</p>	<p>Behind</p>
<p>Cycle Step 4. Grade Level and IB teams develop unit plans, determine common assignments, assessments, projects and rubrics that target individualized student learning needs, teacher professional development needs, personal learning plan (PLP) supports, and key CCSS and NWEA learning targets</p>	<p>ILT and GLT</p>	<p>Aug 29, 2016 to Feb 1, 2017</p>	<p>Professional Learning plan and documentation in Sutherland Google Drive</p>	<p>Behind</p>
<p>Cycle Step 5. Teachers plan IB and CCSS specific curricular units that promote student inquiry and differentiate instruction to meet student learning needs while addressing key state and national standards. Develop powerful practice of "Collaborative Conversations."</p>	<p>ILT and GLT</p>	<p>Aug 29, 2016 to Feb 1, 2017</p>	<p>Professional Learning plan, unit plans, and documentation in Sutherland Google Drive</p>	<p>Behind</p>
<p>Cycle Step 6. The ILT engages Grade Level and IB teams progress monitor by assigning or administering common assignments, assessments, projects, or other student work products</p>	<p>ILT and GLT</p>	<p>Aug 29, 2016 to Feb 1, 2017</p>	<p>Professional Learning plan, assessments, student work samples, and documentation in Sutherland Google Drive</p>	<p>Behind</p>
<p>Cycle Step 7. Protocols are used during regularly scheduled team meetings to share, score, discuss, and analyze student work</p>	<p>ILT and GLT</p>	<p>Aug 29, 2016 to Feb 1, 2017</p>	<p>Professional Learning plan and documentation in Sutherland Google Drive</p>	<p>Behind</p>

Cycle Step 8. Quarterly Professional development supports curriculum development and instruction by addressing needs that arise from teacher team meetings	ILT and GLT	Aug 29, 2016 to Feb 1, 2017	Professional Learning plan and documentation in Sutherland Google Drive	Behind
Cycle Step 9: Teachers develop personal learning plans (PLP) with each student and have student led conversations with parents to develop collaborative effort	ILT and GLT	Aug 29, 2016 to Feb 1, 2017	Professional Learning plan, Student developed PLPs and documentation in Sutherland Google Drive	Behind
Cycle Step 10: Instructional Leaders monitor progress to inform continuous cycles of improvement.	ILT and GLT	Aug 29, 2016 to Feb 1, 2017	SLT agenda, ILT agenda, Professional Learning plan and documentation in Sutherland Google Drive	Behind
Repeat Action 1 -10 for Semester 2 2017	ILT and GLT	Feb 1, 2017 to Jun 23, 2017	Professional Learning plan and documentation in Sutherland Google Drive	Behind
Repeat Action 1 -10 for Semester 1 2017	ILT and GLT	Aug 28, 2017 to Jan 30, 2018	Professional Learning plan and documentation in Sutherland Google Drive	Behind
Repeat Action 1 -10 for Semester 2 2018	ILT and GLT	Jan 29, 2018 to Jun 22, 2018	Professional Learning plan and documentation in Sutherland Google Drive	Behind

Strategy 4

If we do...

create a balanced assessment system based on IB and CCSS skills and standards

...then we see...

a grading system that clearly, accurately, and fairly communicates learning process to the Sutherland Community

...which leads to...

a comprehensive picture of student learning (actionable data) and attribution of skills and standards to better meet needs of students.

Tags:

Balanced grading and assessment

Area(s) of focus:

1

Action step ❷

Responsible ❷

Timeframe ❷

Evidence for status ❷

Status

Use Kindergarten report card, Gradebook for 1st through 5th grades, and Managebac for MYP students. 6 Months – Gradebook Categories identified and defined to include examples of assessments that constitute that category

- Establish Gradebook Weights
- Reteaching of Skills and Standards for Attainment.
- create a school wide policy in regards to zeros, late work, homework, and missing assignments
- Labeling gradebook entries according to skill, standard, or strategy using student/parent friendly language (MYP-referencing objectives & strands, ATL skill) with unit plans aligned to scope and sequence.

Admin and ILT

Aug 29, 2016 to Feb 1, 2017

-Grade book set up
-Assessment policy document

Not started

1 Year – Assessment policy include role of PLPs for all students, student self-assessment, common assessments, & standardization of common assessments, for MYP reporting and recording according to IB standards/practices

-K-5 -creating unit summative assessments aligned to skills and standards of unit and sharing on the Sutherland google drive through backwards design.

-MYP analyzing summative assessments to ensure assessments meet MYP assessment standards/practices and sharing on the Sutherland drive and including in curriculum binders

-MYP recording summative assessment scores using 1-7 scale and reporting scores reporting and recording

-Collecting unit summative student samples for common unit summative assessments and sharing with Sutherland community

ILT and GLT

Aug 29, 2016 to Jun 23, 2017

-Assessment policy listed in student/parent and staff handbook
-Assessment policy posted on Sutherland drive and website
-Assessment policy reviewed at beginning of school year
-Assessment policy referenced throughout school year to increase understanding of policy by all stakeholders

-Unit summative assessments are uploaded to the drive
-Collaboration (agenda/minutes) to create summative assessments and feedback on alignment of assessments to skills and standards of unit
-Agenda/minutes and feedback uploaded to Sutherland staff drive

-IB report card-reporting scores according to IB philosophy

-Range of student samples for summative assessments

Not started

<p>18 Months – creating common assessments according to assessment policy (K-5) for Math and English subjects and creating common assessments according to MYP standards/practices/requirements (MYP-6-8) for all.</p> <p>-Standardizing common assessment for Math and English subjects (K-5) and standardization of common assessments for MYP</p>	<p>ILT and All Teachers</p>	<p>Aug 29, 2016 to Jan 29, 2018</p>	<p>-Common assessments are shared on Sutherland Drive</p> <p>-Common assessments are listed in grade book</p> <p>-Common assessments are aligned to curriculum</p> <p>-MYP common assessments allow students to reach the highest band</p> <p>-Collaboration among teachers during teaming meetings (agenda) while standardizing assessments</p>	<p>Not started</p>
<p>2 Years – Sutherland is implementing a balanced assessment system (assessment policy) that measures, monitors, and reflects student progress to inform instruction and supports.</p>	<p>ILT and All Teachers</p>	<p>Aug 29, 2016 to Jun 22, 2018</p>	<p>-All Sutherland stakeholders (parents, students, staff) understand and can communicate assessment policy in regards to curriculum.</p> <p>-Consistency throughout school in regards to assessment (grade book, assessments, zero policy, late work, homework, etc.)</p> <p>-All stakeholders are able to articulate purpose of differentiated components of policy based on developmental needs.</p>	<p>Not started</p>
<p>7 teaming meetings to provide cycles of development based on standards based grading.</p>	<p>ILT and Grade Level Teams</p>	<p>Aug 29, 2016 to Feb 1, 2017</p>	<p>7 teaming meetings:</p> <ol style="list-style-type: none"> 1. 1 meeting for building knowledge and understanding-assessment (K-5-grade weights, categories, examples/ 6-8 IB MYP assessment standards and practice-use of criterion rubrics and 1-7 grading scale 2. Meeting for building knowledge and understanding of zero 3. Meeting for building knowledge and understanding of late work, homework, academic honesty 4. Meeting to collect data following building knowledge and understanding sessions (data on zero, late work, homework, academic honesty grade weights (K-5), grade categories (K-5), make of grade categories (K-5)) 5. Grade book/ManageBac utilization according to assessment policy 	<p>Not started</p>
<p>4 teaming meetings targeting data collection and analysis.</p>	<p>ILT and All Teachers</p>	<p>Feb 1, 2017 to Apr 1, 2017</p>	<p>Teaming meetings to collect data on role of PLPs, student self-assessment, common assessments, & standardization of common assessments, for MYP reporting and recording according to IB standards/practices (MYP report card)</p>	<p>Not started</p>

As needed, provide additional meeting time: Creating unit summative assessment aligned to standards and skills (K-5)	ILT and GLT	Aug 29, 2016 to Feb 1, 2017	Agendas and unit assessments in Sutherland Google Drive	Not started
As needed, provide additional meeting time: MYP (6-8) analyzing summative assessments to ensure assessments meet MYP assessment standards/practices – providing peer feedback using evaluating unit plan rubric and sharing on the Sutherland drive and including in curriculum binders As needed, provide additional meeting time: MYP recording summative assessment scores using 1-7 scale and reporting scores reporting and recording	ILT and GLT	Aug 29, 2016 to Jun 23, 2017	Assessments and rubric	Not started
As needed, provide additional meeting time: Create common unit assessments (K-5) Scaffolding ATL skills utilized within summative assessments (MYP)	ILT and GLT	Aug 29, 2016 to Oct 28, 2016	Unit assessments aligned with ATL skills.	Not started
Provide parent workshops on how to navigate Parent Portal, teachers' websites (where unit plans can be housed); Manage Bac; Grading Policy, etc.	ILT and Parents	Sep 26, 2016 to Jun 16, 2017	Meeting scheduled quarterly.	Behind

Action Plan

District priority and action step	Responsible	Start	End	Status
+ Library of resources to support MTSS, database, interventions, and enrichment. Tags: Multi-tiered support systems	Admin, MTSS Coordinator (Counselor), and MTSS Team	May 23, 2016	Jun 17, 2016	Not started
+ Identify and create MTSS team including K-2, 3-5,6-8 (MYP), Specials, DL teachers, and security. Tags: Multi-tiered support systems	Admin and MTSS Coordinator	May 9, 2016	May 20, 2016	Behind
+ Set classroom management plan expectations Tags: Multi-tiered support systems	Admin and MTSS Team	May 23, 2016	Jun 17, 2016	Behind

District priority and action step	Responsible	Start	End	Status
+ MTSS Summer Meeting sessions to develop PBIS implementation structure and details of plan. Student Council provides feedback for goals and plan Tags: Multi-tiered support systems	Admin, MTSS Team, and Student Council	Jun 27, 2016	Aug 12, 2016	Behind
+ Back to school refreshing PD - Calm Classroom, Morning Meetings, Second Step. Bi-monthly monitoring of strategies Tags: Multi-tiered support systems	Admin, MTSS Team, Teachers, and Staff	Aug 29, 2016	Sep 2, 2016	Behind
+ Quarterly reflection and PD - Data and PD Targeting Tier 1 and Tier 2 Supports. Presentation and summary of academic and behavior data and next steps. Data is founded on a behavior, attendance, and grades (B.A.G). Tags: Multi-tiered support systems	All Teachers and staff	Sep 5, 2016	Jun 23, 2017	Behind
+ Grade Level MTSS meetings two weekly meetings per quarter dedicated to MTSS. Monitor Behavior, Attendance, and Grade Data. Stoplight each class and support through cycles of development. Tags: Multi-tiered support systems	All Teachers	Sep 5, 2016	Jun 22, 2018	Behind
+ Establish Classroom Management plan aligned with expectations developed by MTSS team Tags: Multi-tiered support systems	MTSS Team and All Teachers	Aug 29, 2016	Sep 2, 2016	Behind
+ Re-evalate Classroom Management plan aligned with expectations and inclusive of PD strategies. Tags: Multi-tiered support systems	MTSS Team and All Teachers			Behind
+ MTSS Quarterly Parent Sessions Tags: Multi-tiered support systems	MTSS Team, Parents, Administration	Sep 6, 2015	Jun 17, 2016	Not started
+ 6 Months – Create a quarterly Curriculum map grades k-5, K-8 vertical/horizontal (scaffolding curriculum), Analyze MYP grades 6-8 subject group overview in order to effectively implement interdisciplinary unit plans, ATL scaffolding plan, and vertical/horizontal alignment Tags: Curriculum	Admin, ILT, and Grade Level Teams	Jun 17, 2016	Feb 1, 2017	Behind
+ All stakeholders participate in professional development to increase knowledge and implementation of the 6-8 MYP program. Tags: Curriculum	Admin, All Teachers, and staff.	Jun 20, 2016	Sep 30, 2016	Behind
+ Experienced MYP teachers will receive category 3 training. Any teachers entering IB MYP will be trained in catagory 1 or 2 training. Tags: Curriculum	All MYP Teachers	Jun 30, 2016	Sep 30, 2016	Behind
+ Create quarterly units for grades K-5, reflect, revise using rubric, analyze 20-25 hour units for MYP grades 6-8; including formative and summative assessments Tags: Curriculum	Admin, IB Coordinator, and All Teachers	May 16, 2016	Jun 23, 2017	Behind
+ Review implementation curricular scope and sequence and instructional practices to develop more comprehensive units to maximize impact of student learning, MYP curriculum will be published on the Sutherland Staff Google drive and webpage. Tags: Curriculum	ILT and all teachers	May 16, 2016	Jun 22, 2018	Behind
+ On-going cycle of innovation to build upon comprehensive units and instructional practices to advance the complexity of the integration of standards and skills across all disciplines. Tags: Curriculum	ILT and all teachers	Aug 29, 2016	Jun 22, 2018	Behind
+ Four grade level weekly meetings per quarter dedicated to planning and instruction. Discuss planning action and review, and instructional actions and review through cycles of development Tags: Curriculum	ILT and Teachers	May 16, 2016	Jun 22, 2018	Behind

District priority and action step	Responsible	Start	End	Status
<p>✚ Quarterly Parent Meetings to familiarize parents with IB standards, philosophy, and subject group overview for IB MYP; and Common Core Unit Plans, scope and sequence and standards.</p> <p>Tags: Curriculum</p>	IB Coordinator, Teacher Leaders, Parents	Jun 6, 2016	Jun 16, 2017	Not started
<p>✚ A Common Core PARCC in-service will be provided to teachers.</p> <p>Tags: MTSS, Curriculum, Balanced grading and assessment</p>	Admin and ILT	Aug 29, 2016	Sep 2, 2016	Behind
<p>✚ Primary teachers will administer MPG in their respective grades to determine students' strengths and areas of development.</p> <p>Tags: MTSS, Curriculum, Balanced grading and assessment</p>	Primary Teachers	Aug 29, 2016	Sep 2, 2016	Behind
<p>✚ Diverse Learners in Upper Grades trained in goal setting and participation in IEP discussions.</p> <p>Tags: MTSS, Curriculum, Balanced grading and assessment</p>	LBS1 and All Teachers	Aug 29, 2016	Sep 2, 2016	Behind
<p>✚ Develop cycles of inquiry for teaming through 1.Planning, 2. Instructional practices, 3. Assessments, 4. MTSS</p> <p>Tags: MTSS, Curriculum, Balanced grading and assessment</p>	SLT and ILT	May 4, 2016	Jun 17, 2016	On-Track
<p>✚ Cycle step 1. Analyze data and trend data to identify key initiatives and learning outcomes to narrow instructional focus</p> <p>Tags: MTSS, Curriculum, Balanced grading and assessment</p>	ILT and GLT	Aug 29, 2016	Feb 1, 2017	Behind
<p>✚ Cycle step 2. Teams collect data for strategic instructional planning and goals setting.</p> <p>Tags: MTSS, Curriculum, Balanced grading and assessment</p>	ILT and GLT	Aug 29, 2016	Feb 1, 2017	Behind
<p>✚ Cycle step 3. Grade Level and IB team create SMART goals, objectives, and identify skills to progress monitor 1. Align and implement curricular strategies vertically and horizontally throughout the school in order to increase literacy capacity. 2. Close the growing achievement gap in literacy between demographic groups 3. Developing school wide Rubrics aligned to the Common Core Standards and IB Standards. 4. Develop a vertically and common core aligned literacy scope, sequence and assessment plan reflecting our Common Core and IB curriculum. 5. Provide targeted and assessed instruction for students who are identified as close to exceeding / exceeding the grade level standards in literacy and math 6. Proved enrichment for high performing students in all areas</p> <p>Tags: MTSS, Curriculum, Balanced grading and assessment</p>	ILT and GLT	Aug 29, 2016	Feb 1, 2017	Behind
<p>✚ Cycle Step 4. Grade Level and IB teams develop unit plans, determine common assignments, assessments, projects and rubrics that target individualized student learning needs, teacher professional development needs, personal learning plan (PLP) supports, and key CCSS and NWEA learning targets</p> <p>Tags: MTSS, Curriculum, Balanced grading and assessment</p>	ILT and GLT	Aug 29, 2016	Feb 1, 2017	Behind
<p>✚ Cycle Step 5. Teachers plan IB and CCSS specific curricular units that promote student inquiry and differentiate instruction to meet student learning needs while addressing key state and national standards. Develop powerful practice of "Collaborative Conversations."</p> <p>Tags: MTSS, Curriculum, Balanced grading and assessment</p>	ILT and GLT	Aug 29, 2016	Feb 1, 2017	Behind
<p>✚ Cycle Step 6. The ILT engages Grade Level and IB teams progress monitor by assigning or administering common assignments, assessments, projects, or other student work products</p> <p>Tags: MTSS, Curriculum, Balanced grading and assessment</p>	ILT and GLT	Aug 29, 2016	Feb 1, 2017	Behind
<p>✚ Cycle Step 7. Protocols are used during regularly scheduled team meetings to share, score, discuss, and analyze student work</p> <p>Tags: MTSS, Curriculum, Balanced grading and assessment</p>	ILT and GLT	Aug 29, 2016	Feb 1, 2017	Behind
<p>✚ Cycle Step 8. Quarterly Professional development supports curriculum development and instruction by addressing needs that arise from teacher team meetings</p> <p>Tags: MTSS, Curriculum, Balanced grading and assessment</p>	ILT and GLT	Aug 29, 2016	Feb 1, 2017	Behind
<p>✚ Cycle Step 9: Teachers develop personal learning plans (PLP) with each student and have student led conversations with parents to develop collaborative effort</p> <p>Tags: MTSS, Curriculum, Balanced grading and assessment</p>	ILT and GLT	Aug 29, 2016	Feb 1, 2017	Behind

District priority and action step	Responsible	Start	End	Status
+ Cycle Step 10: Instructional Leaders monitor progress to inform continuous cycles of improvement. Tags: MTSS, Curriculum, Balanced grading and assessment	ILT and GLT	Aug 29, 2016	Feb 1, 2017	Behind
+ Repeat Action 1 -10 for Semester 2 2017 Tags: MTSS, Curriculum, Balanced grading and assessment	ILT and GLT	Feb 1, 2017	Jun 23, 2017	Behind
+ Repeat Action 1 -10 for Semester 1 2017 Tags: MTSS, Curriculum, Balanced grading and assessment	ILT and GLT	Aug 28, 2017	Jan 30, 2018	Behind
+ Repeat Action 1 -10 for Semester 2 2018 Tags: MTSS, Curriculum, Balanced grading and assessment	ILT and GLT	Jan 29, 2018	Jun 22, 2018	Behind
+ Use Kindergarten report card, Gradebook for 1st through 5th grades, and Managebac for MYP students. 6 Months – Gradebook Categories identified and defined to include examples of assessments that constitute that category - Establish Gradebook Weights -Reteaching of Skills and Standards for Attainment. -create a school wide policy in regards to zeros, late work, homework, and missing assignments -Labeling gradebook entries according to skill, standard, or strategy using student/parent friendly language (MYP-referencing objectives & strands, ATL skill) with unit plans aligned to scope and sequence. Tags: Balanced grading and assessment	Admin and ILT	Aug 29, 2016	Feb 1, 2017	Not started
+ 1 Year – Assessment policy include role of PLPs for all students, student self-assessment, common assessments, &standardization of common assessments, for MYP reporting and recording according to IB standards/practices -K-5 - creating unit summative assessments aligned to skills and standards of unit and sharing on the Sutherland google drive through backwards design. -MYP analyzing summative assessments to ensure assessments meet MYP assessment standards/practices and sharing on the Sutherland drive and including in curriculum binders -MYP recording summative assessment scores using 1-7 scale and reporting scores reporting and recording -Collecting unit summative student samples for common unit summative assessments and sharing with Sutherland community Tags: Balanced grading and assessment	ILT and GLT	Aug 29, 2016	Jun 23, 2017	Not started
+ 18 Months – creating common assessments according to assessment policy (K-5) for Math and English subjects and creating common assessments according to MYP standards/practices/requirements (MYP-6-8) for all. - Standardizing common assessment for Math and English subjects (K-5) and standardization of common assessments for MYP Tags: Balanced grading and assessment	ILT and All Teachers	Aug 29, 2016	Jan 29, 2018	Not started
+ 2 Years – Sutherland is implementing a balanced assessment system (assessment policy) that measures, monitors, and reflects student progress to inform instruction and supports. Tags: Balanced grading and assessment	ILT and All Teachers	Aug 29, 2016	Jun 22, 2018	Not started
+ 7 teaming meetings to provide cycles of development based on standards based grading. Tags: Balanced grading and assessment	ILT and Grade Level Teams	Aug 29, 2016	Feb 1, 2017	Not started
+ 4 teaming meetings targeting data collection and analysis. Tags: Balanced grading and assessment	ILT and All Teachers	Feb 1, 2017	Apr 1, 2017	Not started
+ As needed, provide additional meeting time: Creating unit summative assessment aligned to standards and skills (K-5) Tags: Balanced grading and assessment	ILT and GLT	Aug 29, 2016	Feb 1, 2017	Not started
+ As needed, provide additional meeting time: MYP (6-8) analyzing summative assessments to ensure assessments meet MYP assessment standards/practices –providing peer feedback using evaluating unit plan rubric and sharing on the Sutherland drive and including in curriculum binders As needed, provide additional meeting time: MYP recording summative assessment scores using 1-7 scale and reporting scores reporting and recording Tags: Balanced grading and assessment	ILT and GLT	Aug 29, 2016	Jun 23, 2017	Not started
+ As needed, provide additional meeting time: Create common unit assessments (K-5) Scaffolding ATL skills utilized within summative assessments (MYP) Tags: Balanced grading and assessment	ILT and GLT	Aug 29, 2016	Oct 28, 2016	Not started

District priority and action step	Responsible	Start	End	Status
+ Provide parent workshops on how to navigate Parent Portal, teachers' websites (where unit plans can be housed); Manage Bac; Grading Policy, etc. Tags: Balanced grading and assessment	ILT and Parents	Sep 26, 2016	Jun 16, 2017	Behind

Fund Compliance

Supplemental General State Aid(SGSA)

☒ My school receives SGSA funds

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

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an 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.

N/A

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

N/A

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.

N/A

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.

Sutherland doesn't have a PAC. However, administration has already held feedback and planning sessions with parents for the purpose of making improvements. These meetings have been held weekly, with plans to hold parent trainings and workshop in the new school year.

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.

Students receive NWEA MAP reports are given to parents. Additionally, each of Sutherland's students have a Personal Learning Plan that contains state assessment data.

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.

N/A

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.

N/A

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.

Sutherland's administration has partnered with the LSC to involve parents in planning and feedback sessions, ie. recruitment, behavior, safety and security, etc. Planning and feedback sessions have been communicated via websites, the school's marquee and bulletins.

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.

Staff members have already received professional development on Personal Learning Plans for students and how to use them as a communication tool to keep parents abreast of their children's long and short term goals.

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.

N/A

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.

Sutherland already communicates with parents via parent bulletins, email blasts, letters, PTA newsletter, the school's marquee, LSC meetings, principal coffees/appetizers, etc.

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)

Sutherland has a strong amount of parent involvement via our PTA, LSC, Room Parent Program, Father Volunteer Group, Foundation, Graduation Committee, Traffic Team, etc. Parents were involved in the process of creating the CIWP.

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.)

Sutherland is dedicated to developing "Global, Analytical, and Reflective Humanitarians." All teachers have gone through IB professional development to learn about the IB philosophy and standards, including partaking in a self-study to identify strategies to improve curriculum and instruction. Teachers' schedules are structured to allow them to have common planning periods and for vertical alignment. Sutherland has an IB Coordinator to provide teachers with coaching and feedback. Additionally, Sutherland's IB teachers receive ongoing professional development. Through a Facing History partnership grant, our teacher also receive three years of free ongoing professional development that entails curriculum planning, instructional materials and strategies.

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

Parent teacher conferences will be held on Nov. 9, 2016 and April 19, 2017. Using student Personal Learning Plans, the conferences are expected to be student led. The PLP is a collaborative tool between teachers, parents and students that involves students short and long term goal setting. Essentially, it serves as a progress monitoring tool, in addition to helping teacher's individualize instruction for students, while keeping parents informed of students' progress.

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

Sutherland has piloted an electronic PLP for students in 7th grade that gives parents access at any time to monitor their child's progress. The plan is to expand this for the 2016-17 school year to 6th-8th grade students, with the goal of ultimately having electronic PLPs for students school wide. Parents also have access to parent portal to stay abreast of their child's progress. Parent Portal pins are given to parents during registration and again during report card pick up.

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

Sutherland has a policy that requires staff members to contact parents within 48 hours of initial contact. This information is outlined in the Staff and Parent Handbooks. Contact information for staff members can be found on the school's website. Teacher's also provide parents with welcome letters and syllabus outlining how to schedule conferences with them. Conferences are held outside of classroom instructional time that is agreed upon by the parents and teachers.

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.

Sutherland has a room parent program in which parents volunteer to serve as the liaison between teachers and other parents. Room parents are responsible for holding meet and greets, updating parent contact lists, communicating any issues, questions and/or concerns, fundraising for classroom supplies if necessary, finding volunteers to assist however necessary. Parents also volunteer to assist with lunch and recess periods.

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

Parents support their children's learning by completing surveys issued in the beginning of the year soliciting information about children's learning styles, interests, and areas of strength or improvement. Parents are provided with Parent Portal Pins at the beginning of the year to stay abreast of student's attendance and assignments.

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

Again, through Personal Learning Plans, parents are enabled to participate in decisions relating to the education of their children. Every student in Sutherland has a PLP, which serves as a collaborative tool between parents, teachers, and students. Administration and teachers have collaboratively worked with parents in individualizing instruction for their child, ie. walking reading and Algebra classes.

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).

Every student takes ownership of their learning through academic and social emotional learning goal setting. In addition to PLPs, Sutherland has a mentoring program in which students in 6th-8th grade students mentor our primary students to help them with academic and SEL. Sutherland celebrates students, who exhibit the learner profiles, on a monthly basis. The latter is something that Sutherland students aim to achieve.

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.

N/A

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