



Brighton Park Elementary School (/school-plans/40) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
03/01/2016	R. Vazquez, J. Wilson, J. Moorhouse, M. Reno, S. Haas, O. De Santiago	SEF - gathering evidence
03/01/2016	M. Haro, T. Greathouse, R. Perez, Z. Rivera, S. Haas, O. De Santiago	SEF - gathering evidence
03/03/2016	M. Haro, T. Greathouse, R. Perez, S. Haas	SEF - gathering evidence
03/09/2016	T. Greathouse, M. Haro, R. Vazquez, J. Moorhouse, M. Reno, S. Haas	Determining priorities
03/17/2016	T. Greathouse, J. Moorhouse, M. Reno, R. Vazquez, S. Haas	Strategies and action items

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.

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All faculty are encouraged to take leadership positions and administration provides sub coverage and extended day pay to encourage participation. ILT is taking more lead in the school. Different staff have taken the lead on social committee, sports, and student recruitment. There is an intent among the staff to take on leadership roles, however they still rely on administration for guidance and direction. Only a few teachers take self initiative to implement ideas/school wide programs/initiatives.

More staff consider all students as their own, but not all. Diverse Learner students are not properly supported in the general education setting. Work towards consistent instructional practices across the school is being attempted/lead by the ILT. Some teachers still have a "closed door" practice in their classrooms and are resistant to collaboration.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	✓ Five Essentials
Five Essentials	- Effective Leaders - Collaborative Teachers
CPS Framework for Teaching	4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	- A1. Assesses the Current State of School Performance and Develops a CIWP - A2. Implements Data Driven Decision Making and Data Driven Instruction - A5. School Vision and Mission Drive Decision-Making - D4. Demonstrates Change Management

Instructional Leadership Team:

Score

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

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The ILT is comprised of a diverse group of teachers with various teaching experiences, grade levels, and disciplinary expertise. A set of norms was developed by the team, and honored by all members. They meet every two weeks with a clear and focused agenda. Each meeting has a deliverable/goal and action items are recorded. Administration still sets the agenda and facilitates the work, however ILT members are becoming more independent in making decisions, leading PD, and setting attainable goals.

There is increased trust between teachers not on the ILT and ILT members and ILT members make an effort to be transparent with, and report back to their staff. They gather data through learning walks and surveys and make an effort to ensure that the powerful practice is aligned with staff needs and attain buy in.

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	A1. Assesses the Current State of School Performance and Develops a CIWP
Standards for School Leaders	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

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Teachers have common planning time and meet weekly for grade level meetings. These meetings are purposeful and agendas/topics are shared with the staff at the start of each week. They are mostly principal lead with the ILT taking responsibility for facilitation only a few times a year. Flex days were distributed in a way that allows for whole staff PD for an hour every two weeks. This allows for timely and meaningful professional development aligned to school goals.

Staff who attend out of building PD are asked to share their new learning with their colleagues whenever appropriate. The ILT spend a significant amount of time learning/researching strategies before leading faculty implementation. Teachers have an opportunity for safe practice. The ILT is working to improve consistent feedback and monitoring of powerful practices.

Currently, professional learning for general education teachers around ELs is lacking. Additionally, monitoring of implementation of new practices is inconsistent. Some, but not all, teachers receive ongoing coaching and this is sometimes limited to those who request it.

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

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Teachers report that the overall atmosphere of the building is positive. They feel that that administration is transparent with distribution and use of resources and shares decision making rationale. Brighton Park has increased collaboration with BPNC and other outside organizations to diversify and expand programming for students. This includes working with Gear Up and partnering with the neighborhood high school.

Middle School teachers express that they do not have enough time with each class. Primary teachers express that their reading block is interrupted by preps, making consistent instruction difficult. Otherwise, the schedule allows for all students to meet instructional minutes and go to one special/exploratory class each quarter. This allows for more sustained instruction in these specials classes.

Whenever possible, teachers are participate in candidate interviews and are given a voice in the hiring process. Much of the hiring in the school has been done quickly when a teacher has left and a position needed to be filled at the last minute.

Grade level teams are comprised of teachers with different strengths. The administration is purposeful and thoughtful about placing teachers in teams that will lead to collaboration, allow for expertise in a content area, and give students a diverse exposure to supports.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

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

Curriculum:**Score**

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

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Teachers write unit plans quarterly, however for some teachers this is a compliance based task. Administration provides feedback to teachers on unit plans where needed. More work needs to be done to create the capacity within N8TLs to assist with this work. Teachers are required to create curriculum maps (scope and sequence) during Q4 of SY16. This will guide their unit plans for the 2016-2017 school year. Flex days were distributed for SY16, allowing hour long PD every other week. This time is used to work on many planning oriented activities/professional learning. A large part of a 3 year plan put together by the principal involves more effective planning and use of curricular materials.

A new, inquiry-based science curriculum was purchased for SY16 for grades 6-8. A similar curriculum will be purchased for grades K-5 for SY17. Additionally a CCSS-aligned curriculum was implemented for math. Teacher have received ongoing training in both science and math. An effort has been made to purchase both leveled readers and novel sets that support CCSS skills and provided for guided reading opportunities. However, at this time teachers are more likely to choose texts based on availability rather than what best supports CCSS standards and unit EU/EQ.

Teachers use an SEL curriculum, Second Step, as well as Calm Classroom. The student services team lead peace circles and all teachers are trained in using restorative conversations.

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	✓ 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)

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A new, inquiry-based science curriculum was purchased for SY16 for grades 6-8. A similar curriculum will be purchased for grades K-5 for SY17. Additionally a CCSS-aligned curriculum was implemented for math. Teacher have received ongoing training in both science and math. An effort has been made to purchase both leveled readers and novel sets that support CCSS skills and provided for guided reading opportunities. However, at this time teachers are more likely to choose texts based on availability rather than what best supports CCSS standards and unit EU/EQ.

All teachers have access to educational technology. All teachers have a LCD projector or TV and a document camera. There are multiple iPad and Chromebook carts available to all students/teachers in addition to two computer labs. Some teachers require additional training to best use these materials.

Specials classes are supplied with materials (PE equipment, art supplies, musical instruments) to meet the instructional and developmental needs of students of all ages. When teachers request books, subscriptions, or materials their requests are almost always granted as long as they meet the school's priorities.

Guide for Instructional Materials

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

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

- Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

Score

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

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There are currently no protocols in place to examine student work across teacher teams. The school is working towards more purposeful alignment between teams and effective planning as a precursor to this work. In literacy classroom tasks are becoming more aligned to CCSS shifts, in particular the emphasis on citing textual evidence. In the math classroom tasks are still focused on procedural understanding with slight movement towards conceptual understanding. In general teachers plan with a focus on activity based lessons rather than working towards mastery of standards.

Several teachers ground student learning in authentic tasks that reflect real life learning. Particularly in the middle grades students are able to exercise choice and input into their learning. The science curriculum adopted in grades 6-8 offers students an opportunity to engage in authentic, scientific problem solving. This will be expanded down to Kindergarten during SY17.

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	✓ 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

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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)

Students in the middle grades get exposure to high school through a partnership with the neighborhood high school. The Kelly high school fine arts program performs at the school on several occasions. Students attend the musical at Kelly each fall as an incentive. Eighth grade students attend a high school fair each fall to assist with their high school application/selection process.

A partnership with Gear Up allows for 7th and 8th grade students to visit college campuses and participate in workshops that work towards skills and knowledge to support college and career access.

After school programs are offered for students in art, music, sports, and other extracurriculars. However, these are mostly for students in grades 5-8. Fewer opportunities exist for extra curricular exploration or college/career awareness for students in K-4.

Guide for Transitions, College & Career Access & Persistence

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

- In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Expectations for depth & breadth of Quality Teaching

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

Teachers are aware of the cultural background of students and plan culturally appropriate lessons. Most teachers state learning goals for the lesson. They are linked to prior knowledge and learning. However, the relevance/purpose of the learning is not always stated. Goals tend to be more task driven than standards driven. Teachers are using an increase of strategies to promote student academic talk including turn and talk, think pair share, literature circles, Socratic seminars, and small group discussions. Vocabulary is highlighted and taught in most classrooms. Some teachers are purposeful about language supports for EL students. More teachers are requesting texts in Spanish and/or providing students with the resources in the classroom for translation. Teachers are starting to scaffold instruction more and use a gradual release of responsibility model for instruction. More teachers are modeling skills and strategies using a think aloud or expert lesson. There are signs that teachers are starting to differentiate instruction/tasks/goals for students at different levels, however there is still a need for teachers to provide more differentiation and accommodation within the classroom, even for those students who have an IEP. Levels of questioning differs among staff. Some teachers have strong structures in place for student talk and dialogue while others are still developing these skills. In the upper grades there is more evidence of students formulating their own questions and engaging in high level dialogue on different topics/text. Citing textual evidence both in these discussions and as a part of student tasks is becoming more of a focus. In general, questions and tasks fall more within levels 1 and 2 of DOK rather than 3 or 4. Teachers are working on developing more effective strategies for formative assessment within each lesson or lesson cycle. We have done professional development on rubric creation and using a proficiency based scale to assess student mastery on a standard/skill. There are no school wide systems in place for progress monitoring student achievement. An after school program has been started to provide reading interventions after school. However, progress monitoring has still been lacking to ensure that these interventions are working.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
 - Guide students to articulate the relevance of the objective(s) to learning.

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff

Multi-Tiered System of Support:

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

Overall there is a low level of implementation when it comes to MTSS. Teachers tend to struggle with collecting evidence on student strengths and deficits through a CMB screen and progress monitor. AIMSweb reading and math assessments have been introduced to the staff but are not yet used. An afterschool intervention program was started for reading and students are targeted based on NWEA scores. However, very little progress monitoring is done with this program.

Teachers are increasing the quality of Tier 1 instruction with more differentiation opportunities for students. However, there is little evidence of Tier 2 instruction happening within the classroom. Many teachers express confusion or lack of knowledge when asked about MTSS data collection or interventions.

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
 - Intervene in a timely and effective way to help students who are struggling.

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

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

Score

1 **2** 3 4

The only school wide assessments in use are Amplify for students in K-2 and NWEA for students in 3-8. Teachers are becoming more proficient in using these data to make instructional decisions. Very little progress monitoring is done outside of these assessments. A push has been made to have the reading level of all students assessed 2-3 times a year. This has been less consistent in the middle grades.

Some teachers are moving towards using proficiency based rubrics for assessment and creating more authentic assessment opportunities that include student choice and application.

There is no consistent way that teachers and students view grades. What grades represent ranges from effort, to behavior, to quality of work. The school has started to implement a consistent grading policy, starting with no zeros and a standard weighting system.

Guide for Balanced Assessment & Grading

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

Evidence, Measures, and Standards

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

Culture for Learning:

Score

1 2 3 4

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

Overall, staff focuses on not just saying no but providing a rationale for school rules and decisions. Students are given a voice and respected for their opinion. Administration has an open door policy for staff, parents, and students to voice concerns and make proposals.

There is an effort to be more transparent about what is happening in each classroom and build collaboration among the staff. This is done by implementing a consultancy protocol during grade level meetings, sharing successes through public postings, and using shared decision making when appropriate.

Many teachers (especially in the primary grades) have frequent interactions with parents. Most teachers are accessible to parents outside normal school hours. Some teachers use tools such as Class Dojo to keep parents informed of classroom happenings.

Administration frequently will hear, consider, and work with students on their proposals. There is a student council, however it has not been consistently active. A social justice committee takes a more active role in giving student voice to the school, but does not involve other students in this.

There is an effort to motivate students to take ownership and pride in their work by publicly celebrating achievements and posting work. Through the use of restorative practices, student needs, motivations, and voice are respected.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	- Ambitious Instruction - Collaborative Teachers - Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Relational Trust:

Score

1 2 **3** 4

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.

There is an effort to be more transparent about what is happening in each classroom and build collaboration among the staff. This is done by implementing a consultancy protocol during grade level meetings, sharing successes through public postings, and using shared decision making when appropriate.

Many teachers (especially in the primary grades) have frequent interactions with parents. Most teachers are accessible to parents outside normal school hours. Some teachers use tools such as Class Dojo to keep parents informed of classroom happenings.

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	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	- Collaborative Teachers - Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

Student Voice, Engagement, & Civic Life:

Score

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

1 2 3 4

Administration frequently will hear, consider, and work with students on their proposals. There is a student council, however it has not been consistently active. A social justice committee takes a more active role in giving student voice to the school, but does not involve other students in this.

There is an effort to motivate students to take ownership and pride in their work by publicly celebrating achievements and posting work. Through the use of restorative practices, student needs, motivations, and voice are respected.

Guide for Student Voice, Engagement, & Civic Life

Students...

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data) ✓ Student interest surveys (and/or other avenue for student input) ✓ Policies regarding student engagement in decision making ✓ Student government or committee charter and responsibilities ✓ MVMS Student Survey completion rates and results
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Social Science 3.0 Social Emotional Learning Standards

Safety & Order:

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

Score

1 2 **3** 4

Efforts are made to be both proactive and reactive when situations arise that threaten student safety. When incidences of bullying are reported, there is an effort to repair any harm done to students, build the capacity of staff to identify and prevent bullying behaviors, create strong positive relationships between students, and meet the needs of both the bully and the victim. Second Step and Calm Classroom are in place to build positive relationships and character building within the school.

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

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

Score

1 2 **3** 4

A dean of restorative practices was hired for SY16 to lead restorative practices in the school. All teachers are trained in restorative conversations. A restorative practices coach comes once a week and works with teachers who still need to build the capacity in these approaches to discipline. Administration provides curriculum, training, and resources for teachers to make classroom management, misbehavior prevention, and appropriate interventions a priority. There is a general belief that students' social emotional needs must be met before lasting learning can occur. Administration holds staff accountable for handling misbehavior within the classroom whenever possible before referring for administrative attention. The dean of restorative practices has a strong relationship with students, involves parents when appropriate, and coaches teachers in using restorative approaches.

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

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

Parent Partnership:

Score

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

1 2 3 4

Parents encouraged to participate in school events such as Literacy night and Math night, and are provided incentives to attend, such as food or raffles. While parent participation for these events is still low, much effort is put into how to make them the most meaningful for students and parents.

Monthly meetings or workshops are held for parents around topics that will prepare them to be more effectively involved in their child's education. These range from computer classes to workshops on developmentally appropriate sex ed.

Teachers in the lower grades send home projects that encourage interactions between parents and student and create link between learning at school and at home.

Guide for Parent Partnership

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

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

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐ = Not of focus
1	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 ☐
2	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ☐
2	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 ☐

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

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				
By focusing on tier 1 instruction we feel we can increase achievement for all students.	80.00	18.00	25.00	30.00
National School Growth Percentile - Math				
By focusing on tier 1 instruction we feel we can increase achievement for all students.	30.00	24.00	30.00	35.00
% of Students Meeting/Exceeding National Ave Growth Norms				
By focusing on tier 1 instruction we feel we can increase achievement for all students.	54.30	(Blank)	60.00	65.00
African-American Growth Percentile - Reading				
With our focus on tier 1 instruction we will see an increase for all students regardless of ethnicity.	(Blank)	(Blank)	50.00	55.00
Hispanic Growth Percentile - Reading				
With our focus on tier 1 instruction we will see an increase for all students regardless of ethnicity.	83.00	20.00	25.00	30.00
English Learner Growth Percentile - Reading				
By focusing on SIOP strategies we expect to see an increase for EL students.	(Blank)	20.00	25.00	30.00
Diverse Learner Growth Percentile - Reading				

By focusing on tier 1 instruction, DL students will be more supported in all classrooms.	(Blank)	(Blank)	50.00	55.00
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African-American Growth Percentile - Math

With our focus on tier 1 instruction we will see an increase for all students regardless of ethnicity.	(Blank)	(Blank)	50.00	55.00
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Hispanic Growth Percentile - Math

With our focus on tier 1 instruction we will see an increase for all students.	30.00	26.00	30.00	35.00
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English Learner Growth Percentile - Math

By focusing on SIOP strategies we expect to see an increase for EL students.	(Blank)	31.00	35.00	40.00
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Diverse Learner Growth Percentile - Math

By focusing on tier 1 instruction, DL students will be more supported in all classrooms.	(Blank)	(Blank)	50.00	55.00
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National School Attainment Percentile - Reading (Grades 3-8)

By focusing on tier 1 instruction we feel we can increase achievement for all students.	43.00	28.00	35.00	40.00
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National School Attainment Percentile - Math (Grades 3-8)

By focusing on tier 1 instruction we feel we can increase achievement for all students.	51.00	35.00	40.00	45.00
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National School Attainment Percentile - Reading (Grade 2)

By focusing on tier 1 instruction we feel we can increase achievement for all students.	20.00	49.00	50.00	55.00
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National School Attainment Percentile - Math (Grade 2)

By focusing on tier 1 instruction we feel we can increase achievement for all students.	26.00	35.00	38.00	40.00
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% of Students Making Sufficient Annual Progress on ACCESS

By focusing on SIOP strategies we expect to see an increase for EL students.	42.90	40.50	43.00	45.00
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Average Daily Attendance Rate

By increasing parental involvement we hope we will see an increase in attendance.	96.00	95.70	96.00	96.50
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My Voice, My School 5 Essentials Survey

Our work on student and staff climate will show a positive effect on our MSMV results.	(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...

Increase the frequency, types, and purposes of communication between the school and parents	Increased parental awareness of educational process and school climate and culture	An increase in meaningful parental involvement in the educational process
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Tags:
Family and Community Engagement, Parent contact

Area(s) of focus:
4

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Change the ways that we communicate with parents by creating an email listserve and being more effective with paper communication	Administration	Apr 13, 2016 to Sep 30, 2016	Preferred method of communication is know for all parents	Postponed
Train all teachers on using Class Dojo and provide parent training	Technology Team	Sep 1, 2016 to Sep 30, 2016	PreK-4th grade teachers will use Class Dojo to communicate with parents regarding student behavior	On-Track
Use student logger as a way to increase communication about students between teachers as well as log parent communication	All teachers	Apr 1, 2016 to Sep 30, 2016	All teachers will log student incidents (behavior and academic). Teachers will log a minimum of 5 times a week. Each parent should be contacted by their child's teacher once a month.	Completed

Strategy 2

If we do...

...then we see...

...which leads to...

Plan units of instruction using a backwards mapping approach	Purposeful units of instruction that are aligned to CCSS, include a conceptual lens (big idea), and meaningful summative assessment	Instruction that leads to student mastery of CCSS standards and skills and increased student achievement on NWEA.
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Tags:
Common core, Instructional planning, Ubd

Area(s) of focus:
1, 2

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Teachers will create curriculum maps that include a scope and sequence of standards, big ideas, and EU/EQ that will guide their instruction throughout the year.	All teachers	Apr 1, 2016 to Jun 30, 2016	A high quality 5-curriculum map will exist for literacy and math K-4, and all content areas 5-8, including all specials.	On-Track
Increase monitoring and feedback of teacher unit plans, specifically on stages 1 and 2.	Administration	Sep 1, 2016 to Dec 31, 2016	Teachers will receive high quality feedback, individualized on one unit plan per quarter for stages 1 and 2.	On-Track
Plan purposefully for purchase of texts that will allow teachers to use resources that match their big ideas (EU/EQ) while also providing practice opportunities within the CCSS	Administration	May 1, 2016 to Jun 30, 2016	Teachers will start the year with all of the text sets and leveled readers that match their curriculum maps.	On-Track

Teachers will receive ongoing PD on writing high quality summative assessments that are aligned to the CCSS standards and provide authentic performance opportunities.	Administration and N8TLs	Sep 1, 2016 to Jun 30, 2017	Teachers will plan at least two units that have high quality summative assessments (stage 2).	Postponed
Increase monitoring and feedback of teacher unit plans, specifically on stages 3.	Administration and N8TLs	Sep 1, 2017 to Jun 30, 2018	Teachers will receive high quality feedback, individualized on one unit plan per quarter for stages 3.	Postponed
N8TLs will increase their capacity to provide feedback to teachers on stage 1 and 2 of their unit plans by working closely with administration.	Administration	Sep 1, 2016 to Dec 31, 2016	All N8TLs will be confident in providing specific feedback on stages 1 and 2 of unit plans.	On-Track
Increase monitoring and feedback of teacher unit plans, specifically on stages 1 and 2.	N8TLs	Jan 1, 2017 to Jun 30, 2017	Teachers will receive high quality feedback, individualized on one unit plan per quarter for stages 1 and 2.	Behind

Strategy 3

If we do...

...then we see...

...which leads to...

Increase teacher capacity to provide small group instruction opportunities for students	Stronger Tier 1 instruction with more opportunities for differentiation	All students having access to content
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Tags:

Professional Learning, Tier 1, Small group instruction

Area(s) of focus:

1, 3

Action step 	Responsible 	Timeframe 	Evidence for status 	Status
Increase classroom libraries with books at a variety of reading levels in both English and Spanish to ensure that students always have access to text at their independent reading level.	Administration	May 1, 2016 to Jun 30, 2016	All classrooms with have a variety of age appropriate reading levels and interests in Spanish and English.	Completed
Train teachers in guided reading/guided math.	Administration and ILT	Sep 1, 2016 to Jun 30, 2017	Teachers K-4 as well as math/reading teachers 5-8 will implement guided reading or math in their classrooms.	Behind
Assess all students a minimum of twice a year to determine their reading level and share this data on Google Drive.	All teachers	Sep 1, 2016 to Jun 30, 2017	All teachers will know their student's reading level throughout the entire year.	On-Track

Strategy 4

If we do...

...then we see...

...which leads to...

Increase teacher knowledge of EL student needs and their capacity to support those needs

Increased use targeted SIOP strategies

Deepened student understanding of content goals and higher levels of English Language acquisition.

Tags:

English Learners, Professional Learning, Siop

Area(s) of focus:

1, 2, 3

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

Anchor charts and other visual supports for students (sentence starters, etc.)

ILT

Mar 1, 2016 to Oct 31, 2016

All teachers will create anchor charts as a part of their expert lessons and provide other visual supports for students.

On-Track

Train teachers on using strategies to increase student academic talk.

Administration and ILT

Sep 1, 2016 to Jun 30, 2017

Teachers will use more student talk strategies based on their level of implementation.

Behind

Reclassify all general education positions to require an ESL and/or bilingual endorsement.

Administration

Jun 1, 2017 to Aug 31, 2017

All general education teachers will have a bilingual or ESL endorsement.

On-Track

Move toward a developmental bilingual program by providing native language instruction in fourth grade.

Administration

Jun 1, 2016 to Jul 31, 2016

There will be a Spanish speaking teacher in grades PreK to 4th grade.

Completed

Open a bilingual/literacy lead position. (Contingent on financial resources)

Administration

Jun 1, 2016 to Jul 31, 2016

School have a freed staff member who has expertise in both bilingual instruction and literacy instruction.

Cancelled

Train teachers in select SIOP strategies.

Administration and ELPT

Sep 1, 2016 to Jun 30, 2017

All teachers will implement SIOP strategies in addition to academic talk, and visual supports.

Behind

Train teachers in pairing content and language objectives.

Administration ELPT

Sep 1, 2017 to Jun 30, 2018

Teachers will have both a content and language objective for all lessons.

Behind

Action Plan

District priority and action step	Responsible	Start	End	Status
+ Change the ways that we communicate with parents by creating an email listserve and being more effective with paper communication Tags: Family and Community Engagement, Parent contact	Administration	Apr 13, 2016	Sep 30, 2016	Postponed

District priority and action step	Responsible	Start	End	Status
+ Train all teachers on using Class Dojo and provide parent training Tags: Family and Community Engagement, Parent contact	Technology Team	Sep 1, 2016	Sep 30, 2016	On-Track
+ Use student logger as a way to increase communication about students between teachers as well as log parent communication Tags: Family and Community Engagement, Parent contact	All teachers	Apr 1, 2016	Sep 30, 2016	Completed
+ Teachers will create curriculum maps that include a scope and sequence of standards, big ideas, and EU/EQ that will guide their instruction throughout the year. Tags: Common core, Instructional planning, Ubd	All teachers	Apr 1, 2016	Jun 30, 2016	On-Track
+ Increase monitoring and feedback of teacher unit plans, specifically on stages 1 and 2. Tags: Common core, Instructional planning, Ubd	Administration	Sep 1, 2016	Dec 31, 2016	On-Track
+ Plan purposefully for purchase of texts that will allow teachers to use resources that match their big ideas (EU/EQ) while also providing practice opportunities within the CCSS Tags: Common core, Instructional planning, Ubd	Administration	May 1, 2016	Jun 30, 2016	On-Track
+ Teachers will receive ongoing PD on writing high quality summative assessments that are aligned to the CCSS standards and provide authentic performance opportunities. Tags: Common core, Instructional planning, Ubd	Administration and N8TLs	Sep 1, 2016	Jun 30, 2017	Postponed
+ Increase monitoring and feedback of teacher unit plans, specifically on stages 3. Tags: Common core, Instructional planning, Ubd	Administration and N8TLS	Sep 1, 2017	Jun 30, 2018	Postponed
+ N8TLs will increase their capacity to provide feedback to teachers on stage 1 and 2 of their unit plans by working closely with administration. Tags: Common core, Instructional planning, Ubd	Administration	Sep 1, 2016	Dec 31, 2016	On-Track
+ Increase monitoring and feedback of teacher unit plans, specifically on stages 1 and 2. Tags: Common core, Instructional planning, Ubd	N8TLs	Jan 1, 2017	Jun 30, 2017	Behind
+ Increase classroom libraries with books at a variety of reading levels in both English and Spanish to ensure that students always have access to text at their independent reading level. Tags: Professional Learning, Tier 1, Small group instruction	Administration	May 1, 2016	Jun 30, 2016	Completed
+ Train teachers in guided reading/guided math. Tags: Professional Learning, Tier 1, Small group instruction	Administration and ILT	Sep 1, 2016	Jun 30, 2017	Behind
+ Assess all students a minimum of twice a year to determine their reading level and share this data on Google Drive. Tags: Professional Learning, Tier 1, Small group instruction	All teachers	Sep 1, 2016	Jun 30, 2017	On-Track
+ Anchor charts and other visual supports for students (sentence starters, etc.) Tags: English Learners, Professional Learning, Siop	ILT	Mar 1, 2016	Oct 31, 2016	On-Track
+ Train teachers on using strategies to increase student academic talk. Tags: English Learners, Professional Learning, Siop	Administration and ILT	Sep 1, 2016	Jun 30, 2017	Behind
+ Reclassify all general education positions to require an ESL and/or bilingual endorsement. Tags: English Learners, Professional Learning, Siop	Administration	Jun 1, 2017	Aug 31, 2017	On-Track
+ Move toward a developmental bilingual program by providing native language instruction in fourth grade. Tags: English Learners, Professional Learning, Siop	Administration	Jun 1, 2016	Jul 31, 2016	Completed
+ Open a bilingual/literacy lead position. (Contingent on financial resources) Tags: English Learners, Professional Learning, Siop	Administration	Jun 1, 2016	Jul 31, 2016	Cancelled

District priority and action step	Responsible	Start	End	Status
+ Train teachers in select SIOP strategies. Tags: English Learners, Professional Learning, Siop	Administration and ELPT	Sep 1, 2016	Jun 30, 2017	Behind
+ Train teachers in pairing content and language objectives. Tags: English Learners, Professional Learning, Siop	Administration ELPT	Sep 1, 2017	Jun 30, 2018	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 I/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.

Each fall the principal will hold an informational meeting to share this information. Each spring the principal will hold a meeting to gather input.

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

Our annual principal meeting and organizational meeting will be held on September 29, 2016. Monthly meetings will be held there after with agendas set by the PAC president.

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

The principal will hold an information meeting at the start of each school year.

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.

Monthly meetings will be held with the agenda set by the PAC president. A suggestion box is available in the office and the principal is available for scheduled and unscheduled appointments.

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.

School will send home a letter with PARCC results as well as NWEA progress reports. Yearly workshops will be held on how to read these reports.

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.

The school will send home letters as required.

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

The principal will hold a yearly meeting describing all assessments. Data will be included in monthly LSC principal reports.

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.

A monthly computer class will be offered to all parents on different topics. Monthly educational workshops will be held as needs are identified. The school will pursue resources to offer ESL classes to parents.

Schools will educate all staff in the value and utility of contributions by parents and in how to reach out to, communicate and work with, parents as equal partners in the education of their children and in how to implement and coordinate parent programs and build ties with parents. Please describe how this will be accomplished.

Teachers will receive training in the majority culture of the school (latino) and will hold quarterly curriculum open houses.

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.

Parents will be invited to participate in monthly workshops as planned by the PAC and BAC.

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.

Monthly calendars and newsletters will be sent home as well as robo call and flyer reminders specific to each meeting/workshop. A website will be maintained to share information.

Policy Implementation Activities

☒ The LSC will approve the school improvement plan and monitor the CIWP.

☒ In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.

☒ The school will coordinate the parent involvement programs identified in the CIWP.

☒ The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

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

N/A

Parent Compact

Complete

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

Brighton Park Elementary seeks to create a nurturing and engaging educational environment that is relationship-focused, culturally relevant, and encourages critical thinking. Brighton Park students will be engaged in meaningful learning experiences that help them develop into productive members of society that are creative problem solvers and lifelong, confident learners.

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 at the end of quarter 1 and quarter 3.

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

Progress reports or report cards will go home every 5 weeks.

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

Staff will be required to keep a communication log and spend some of their weekly prep time communicating with parents. This will be done through Student Logger.

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.

Our parent coordinator will manage volunteers and train parents to be tutors in the classroom.

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

Parents will be asked to monitor their child's homework completion through the use of an agenda book.

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

Consultation will take place through the BAC, IEP meetings, PAC, parent teacher conferences, and meetings with the principal.

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

Students will be informed of their progress and asked to set goals and self monitor their progress towards those goals.

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.

Parent classes/workshops will be offered once a month to parents. The topics will be planned out during the fall organizational meeting. Parents will learn how to support their child with mental health issues, how to support them with homework, how to communicate effectively, and how to provide literacy rich learning activities.

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.	\$	643	.00

53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	<table> <tr> <td>\$</td><td>875</td><td>.00</td></tr> </table>	\$	875	.00
\$	875	.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)	<table> <tr> <td>\$</td><td>2000</td><td>.00</td></tr> </table>	\$	2000	.00
\$	2000	.00			
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	<table> <tr> <td>\$</td><td>Amount</td><td>.00</td></tr> </table>	\$	Amount	.00
\$	Amount	.00			
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	<table> <tr> <td>\$</td><td>Amount</td><td>.00</td></tr> </table>	\$	Amount	.00
\$	Amount	.00			
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	<table> <tr> <td>\$</td><td>Amount</td><td>.00</td></tr> </table>	\$	Amount	.00
\$	Amount	.00			
53510	Postage Must be used for parent involvement programs only.	<table> <tr> <td>\$</td><td>Amount</td><td>.00</td></tr> </table>	\$	Amount	.00
\$	Amount	.00			
53306	Software Must be educational and for parent use only.	<table> <tr> <td>\$</td><td>Amount</td><td>.00</td></tr> </table>	\$	Amount	.00
\$	Amount	.00			
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	<table> <tr> <td>\$</td><td>Amount</td><td>.00</td></tr> </table>	\$	Amount	.00
\$	Amount	.00			