



Albert R Sabin Elementary Magnet School (/school-plans/381) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
02/05/2016	Lazio, Montes, Sherry, Sanchez, Lynn, Levy, Hajduk, Torres, Taylor, Gabler, Hernandez, Kasper, Belfort, Anderson, Brown, Soto, Hansen, Sitko, R. Torres, Mazurek, Sheppard, Kabath, Sierra, Cherco, Fassler, Madrigal, Silva, Creighton, Sartin, Beeh, Cerda, Crain, Sherrick, M. Rodriguez, Reddington, Stachulski, Franco, Mercado, Thixton, Carrasquillo, I. Rodriguez	Gathering evidence for SEF scores
02/08/2016	Lazio, Sherry, Sanchez, Torres, Taylor, Gabler, Hernandez, Kasper, Andre Ball (math coach)	Reflection on SEF scores
02/22/2016	Lazio, Montes, Sherry, Sanchez, Lynn, Levy, Hajduk, Torres, Taylor, Gabler, Hernandez, Kasper	Identifying and developing strategies
03/14/2016	Lazio, Sherry, Sanchez, Lynn, Levy, Hajduk, Torres, Taylor, Gabler, Hernandez, Kasper, Thixton, Soto	Developing strategies
03/21/2016	Lazio, Sherry, Sanchez, Lynn, Levy, Torres, Taylor, Gabler, Hernandez, Kasper, Carrasquillo, Rodriguez	Developing strategies and action steps
04/04/2016	Lazio, Sherry, Sanchez, Lynn, Levy, Torres, Taylor, Gabler, Hernandez, Kasper	Action steps
04/25/2016	Lazio, Lynn, Levy, Kasper, Taylor, Hernandez, Sanchez	Overall review of CIWP work done
05/02/2016	Anderson, Torres, Lynn, Sherry, Levy, Lazio, Chimbanda, Kasper	Finalizing Custom Goals, Final read-thru and edit.
05/26/2016	LSC and ILT	Members review and finalize the CIWP

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

1 2 **3** 4

Evidence: My Voice, My School survey, School's vision statement, Participation in OLCE Dual Language Consortium, Principal Evaluation, ILT minutes, LSC meeting/agendas/minutes, New Teacher mentoring, New Sabin teacher orientation (prior to the beginning of the school year), Agendas and sign-in sheets for flex PD days, State of the School address, shared leadership roles and responsibilities of principal, dual language coordinator, assistant principal, case manager.

- * The instructional leadership team meets regularly to analyze data and identify school-wide and grade-wide trends. Information is shared and as needed, discussed in the grade level teams where action plans are developed.
- * Teachers are invested in the school's success and are empowered to take on leadership roles through participation in: ILT, Data Leads, Network/CPS Teacher Leaders, Mentoring of new teachers, PPLC, Resume reading and Interview teams, CIWP. The Dual Language coordinator who is part of the administrative team.
- * The principal: ensures the school's identity, vision and mission drives school decisions by engaging stake holders including the LSC and grade level team members; Synthesizes her own learning in order to share with the administrative team, ILT and others to promote school-wide success; Models ambitious goals and buffers staff from external distractions; Actively participates in grade level team meetings in order to support effective practices, planning and analyze data including student work samples; Acts in a way that reflects the school's core values by participating in the Dual Language Principal Consortium.
- * Areas for Growth: MVMS survey, # of teachers who want to be on ILT, back to school other than PD in-house, seeking grants, 20% of teachers attend PD outside of Sabin, we want to increase to 25%, 100% of teachers apply for grants.

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
 - Consider the demographics of the school community in developing a shared vision.

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1 2 **3** 4

ILT agendas & minutes, ILT Effectiveness rubric/evaluation, MTSS evidence, Principal Evaluation

* The ILT team has representation from all grade bands and contents giving teachers a voice in decision making. This enables us to vet initiatives to determine what is working. The ILT also monitors current initiatives to determine their impact on outcomes. We celebrate small wins and improvements and determine why an initiative may not be working.

* The ILT builds leadership capacity of teachers as they guide and influence the next steps of instruction and learning based on the most current data. Student work samples are analyzed approximately twice a quarter using the Sabin rubric. Grade level teams analyze student work weekly.

* The ILT analyzes school-wide data every five weeks using Dashboard on-track information. GLT members discuss grade specific data during team meetings. The ILT meets every other week for 90 minutes.

* Areas for Growth: Modify the ILT minutes to be more informative following the five-week data analysis so that it can be shared immediately and not just during GLT meetings. Modify the agenda to incorporate a checklist of Sabin's initiatives so that the agenda is less "jargon filled".

Guide for Instructional Leadership Team

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams

Professional Learning:

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

Score

1 2 **3** 4

SQRP, BOY/MOY/EOY NWEA data, PD agendas and sign-in sheets, school-wide PD plan, participation in network & city-wide PD, MVMS survey, Principal Evaluation

* For 2015-'16, there were (24) early starts providing 45-minutes of professional learning time. We were able to communicate/demonstrate/learn about district initiatives as well as use input from teachers to provide PL opportunities. We used data from administrative observations, peer observations, OLCE feedback, review of lesson plans and student work samples and test results to help identify PL opportunities. 70% of the PL was whole group. 30% was differentiated. 50% of the Dual language teachers have visited other schools.

* Teachers are given ample time to try new strategies and refine skills. Coaching from administrators (non-REACH) occurred at least three times for all PATs and at least once for all veteran teachers. The math department supported all teachers of math at the beginning of the year by conducting materials' checks and then by conducting coaching at least twice during the 2015-'16 school year. REACH- Suggestions are provided during formal and informal observations and during post observation conferences. Teachers receive feedback on Component 4a after formal observations. Teacher leaders act as coaches to grade band members. Content leaders attend district mandated professional development and then provide "teach-back" sessions. Student work is then posted on the Drive.

* Areas for Growth: Keep agendas and sign-in sheets as evidence of teach-back sessions. Increase the number of lab sites to at least (3) per teacher making sure there's time for reflecting on the impact. Have 100% of the Dual Language teachers attend visits to other schools. Increase the number of teachers attending outside PL to 25% in 2016-2017.

Guide for Professional Learning

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

Aligned Resources:

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

Score

1 2 **3** 4

Schedules, staff interview data, community-based organizations that partner with Sabin, budget, LSC minutes, Principal report to the LSC, MVMS survey, Principal Evaluation

* Sabin follows the CPS instructional guidelines in order to maximize instructional time and academic-engaged time.

* The principal has the primary responsibility to order materials and supplies needed for teachers to teach and for students to access curriculum as aligned with the CIWP. Teachers have input via committees. All teachers were expected to apply for at least two grants which could include Donors' Choose. The supplemental funds were used to purchase supplemental materials and site licenses. The administrative team analyzes reports from each on-line resource to monitor implementation/use and compares this with student work and DTI plans.

* There is a resume reading and interview team for all new hires. Teachers provide the principal with the names of subs that have done well in order to keep track of potential interviewees. Interviews follow a series of formatted questions. Credentials and references are checked. As possible, candidates have to teach a lesson to students.

* Schedules are posted in classes and the main office. Teachers are kept at their grade level and content assignment as appropriate. Our community partner, Columbia College, supports our after school programming. Our partnership with Communities in Schools brings programs into the school during the regular school day. Calm Classroom provides on-going support to teachers as they implement the program with the most intensive training for teachers in grades K-2. Exit interviews are conducted.

Areas for Growth: Increase time for teachers to have vertical collaboration. Monitor timelines for committee work. Increase the number of external partners by 25%.

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
 - Use CPS Instructional Time Guidelines to maximize instructional time.
 - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Score

1 2 **3** 4

Unit & lesson plans, DTI templates, SQR, Grade level team meeting minutes, MVMS survey. We used our curriculum maps and lesson plans to begin our analysis. We considered the SQR Attainment and Growth, the Five Essentials and Frameworks 3a, 3c, 1a, & 1d.

* Sabin teachers adhere to the CPS Content Frameworks and Common Core Standards. We have aligned scope and sequence along with text and task complexity.

* Teachers participated in professional development in order to know how to develop Big Ideas and plan/deliver differentiated instruction. Units are aligned within grade bands and across bands. Sabin follows the Workshop Model in each content area. We have adjusted units in each content area to ensure relevant content is given appropriate time and pacing. Curriculum Maps using previous lesson plans posted on the Drive help pacing.

* DTI (Data to Instruct) is part of the lesson plans and are used to group students for Tier II instruction and support. These are also opportunities for teachers to extend learning for advanced students. Diverse learners have dedicated or shared aides as needed. Sabin has developed their own Sabin Essentials to help parents understand jargon-free learning goals.

* Social-emotional learning is integrated although Calm Classroom has designated times for practice in each class each day. Teachers follow the suggested implementation as evidenced by observations.

* The media specialist instructs students in using the internet and resources. We recently leased 90 more Chromebooks and three carts. Students use on-line supplemental programs.

Areas for Growth: Increase the number of site licenses prior to summer, 2016 in order for students to increase interactive web capabilities. Increase student participation in the Museum of Science and Industry after school science program.

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=Y3BzLmVkdXrY3xneDoyYjllNGI4MmY3YTlxYTgz>), 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)

1 2 3 4

SQRP, Unit & Lesson plans (materials section), DTI (Data to Instruct-Differentiation) supplemental programs (Study Island, RAZ Kids, Front Row, Engage New York, TenMarks) CPS resources include: SOAR, Safari Montage.

* Students interact with instructional materials that were selected to meet learner needs. They have been intentionally chosen to support specific instructional needs. Teachers and students have access to materials and resources including technology in order to access standards-aligned content. Lesson plans demonstrate scaffolding and differentiation. Teachers are encouraged to find, use and share supplemental resources.

Areas for Growth: Increase students' understanding that materials are a means to acquire language, knowledge and competencies. Increase students' choice in instructional materials.

Guide for Instructional Materials

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

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

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

Score

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

1 2 **3** 4

Student work samples, formal and informal observations, SQRP, department and committee meetings.

* Teachers convey high expectations for student learning. They align tasks with standards-based learning objectives. Tasks integrate multiple standards and are challenging. Students are required to provide evidence of their thinking. Students produce authentic work for real-world audiences. Teachers confer with students on a regular basis so that students understand quality work, increase perseverance and as a formative assessment.

* Student work samples are analyzed during grade level meetings. Tasks are analyzed as they relate to the shifts in literacy and math. The math committee and literacy committee meet to look at student work and adjust in literacy, to adjust mentor texts. The ILT also looks at student work as it relates to texts used and tasks complexity.

Areas for Growth: Increase students' self-advocacy and ability to analyze their own work as it relates to meeting standards.

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

1 2 3 4

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

Host our own high school fair, MVMS survey, advertise open houses, implementation of the Workshop Model. Some students were able to visit Northeastern University and participate in Saturday classes. We considered the Five Essentials and Components.

* Sabin students receive packets for winter, spring and summer breaks in order to minimize learning loss. We increased on-line learning opportunities so that students may access curriculum remediation/acceleration opportunities using all types of devices.

* Each classroom is characterized by a college or university. Teachers spend time making sure students learn the rally songs and other facts about the colleges. 6th-8th graders attend field trips to local colleges.

Areas for Growth: Host a career day, extend opportunities for students to explore careers on-line (research)

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:

Score

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

1 2 3 4

Observation evidence in Reflect & Learn, SQRP

- * The Workshop Model has embedded strategies for differentiated instruction as students are able to engage with age/grade appropriate content at their functioning level. Learners are able to participate in authentic discussions about content because teachers have scaffolded instruction to met the needs of diverse learners, ELs and other students. Targeted supports are evidenced in the DTI template/plans submitted weekly.
- * Teachers receive feedback using the REACH protocol in order to increase effective communication, questioning and discussion techniques, student engagement, assessment and flexibility. Teachers progress monitor on a regular basis.
- * Areas for Growth: Increase students' ability to articulate the "why" or relevance of objectives to learning, increase questioning to include more open-ended questions and student initiated discussions, increase meta-cognition, increase the number and kinds of formative assessments and impromptu adjustments that individualize instruction.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
 - Guide students to articulate the relevance of the objective(s) to learning.
 - Anticipate possible student misunderstanding.
 - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
 - Enable students to contribute to extending the content by explaining concepts to their classmates.
 - Build on students' language development and understanding of content.
 - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
 - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
 - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
 - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
 - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
 - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
 - Provide targeted supports to individual students or groups of students based on their identified needs.
 - Provide instruction designed to develop language domains for English learners.

- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
 - Monitor progress and check for understanding for individual students.
 - Change instructional practice based on analysis of current data.
 - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
 - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

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

Score

1 **2** 3 4

Progress monitoring in ILT and grade level meetings, SQRP, PLPs, On-track monitoring, MVMS survey: Examples of MTSS are found in Gradebooks, attendance rates, SQRP results, the Five Essentials, staff handbook in regards to the grading policy, unit & lesson plans, and the assessment calendar.

* We implement CHAMPS on a daily basis and in all areas of the school. Teachers have been provided training in accessing MTSS through the Knowledge Center for both the Library Supports (on-line resources) and for the SEL supports. Teachers participate in on-going PD for Calm Classroom. The ILT uses the on-track data and shares this information during grade level team meetings.

* Teachers customize learning by implementing DTI. Plans are developed using formative assessments, student work samples, conferring notes. These are then used to determine if the teaching "stuck". Universal supports are used in response to on-track data. PLPs are developed and monitored.

Areas for Growth: Increase the number of teachers using learning preference and other surveys to 100% in order to have updated student profiles. Increase the on-time completion of PLPs. Create an area on the students' goal sheets that incorporates information for the PLP so that students have increased ownership of their learning. Increase the number of direct parent contacts by 50% to ensure that interventions align with school and home environments.

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:

Score

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

1 2 **3** 4

Rubrics uploaded into Reflect & Learn, Unit & Lesson plans, assessment calendar, gradebook, grading policy, SQRP, MVMS survey

* Student work samples are analyzed during grade level team meetings, in committees and at the ILT. Teachers provide feedback to students and use rubrics to help students take ownership of understanding the expected outcome. Students are encouraged (through the use of goal sheets and one-on-ones with teachers) to acquire a growth mindset: with time and effort they will be successful and learn.

* Sabin uses BAS Kits, F & P, conferring notes, Math Talks, Problem of the Day, MARS Tasks, Mountain Math, Study Island, Front Row, TenMarks, and other supplemental materials which have embedded assessments and are used as progress monitoring. Teachers received training in Differentiating Instruction so that they can differentiate content, process or product.

* Grading is shared with parents in the handbook and at open house and other meetings. Grades are never used for control, compliance or as punishment.

Areas for Growth: Share the common assessments across grades not just within grade bands, make sure parents sign that they understand the grading policy

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.udcenter.org/aboutudl/udcurriculum>) **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
CPS Performance Standards for School Leaders	4b. Maintaining Accurate Records
	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 **3** 4

Goal sheets, student work samples, MVMS survey, SQR, participation in Calm Classroom and network meetings-Sample data was pulled from: SQR, Five Essentials and student works samples.

* Teachers use strategies to cultivate student curiosity. Objectives are posted and referred to throughout lessons. Teachers make connections to real-world experience and consistently communicate expectations that students can achieve at high levels.

Students are working on self-assessing and use goal sheets to help monitor progress.

* Teachers set high expectations. Teachers created attendance incentives for their own classes. We host quarterly honors' assembly that highlight student success and improvement. Teachers praise efforts as evidenced in REACH.

Areas for Growth: Make sure students can articulate the "why" of learning, clearly articulate what "high expectations" are and be sure there is a shared understanding of what this looks and sounds like especially as it relates to meeting standards and sharing student work, increase student self-assessment of their work in order to increase persistence and ownership of learning,

Guide for Culture for Learning

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

Evidence, Measures, and Standards

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

Relational Trust:

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

Score

1 2 3 4

MVMS survey, school climate self-assessment, Reflect & Learn evidence (1b, 2a)

* Protocols are in place and norms are reviewed before meetings. The "safe space" is held sacred and agree to disagree without personalizing topics is the norm. The adults serve as mentors and are responsible for check-ins. They create opportunities for students to build positive relationships with peers. Upper grade students act as reading buddies for primary students. All classrooms have a buddy room that is used for time-outs or as an opportunity for a student to spend time with an adult they trust.

* Teachers encourage active listening by making sure students turn towards the speaker and give eye contact. There are designated areas in the auditorium so that students in Grades 4-8 can still interact in positive ways. These areas include art, games, movie, reading, and social. Upper grade students participate in a Scavenger Hunt in order to get to know the school's community. 8th graders support Feed My Starving Children.

* Areas for Growth: Increase teacher-to-teacher trust by 20%, Establish opportunities for students to learn about the neighborhood in which they live, Increase opportunities for students to participate in civic activities by 20%.

Guide for Relational Trust

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	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:

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

Score

1 2 **3** 4

After school programs including sports, clubs and the arts, MVMS survey, student council.

* We offered (12) competitive sports teams, chess club, student council and robotics. Students may also sign up for after school arts, dancing and theater. There is an active student council. Curriculum-based projects including service learning experiences are present at various grade level. Sabin is a magnet school and students participate in Spanish as a World Language. The after school program has a board which meets quarterly. Students report that academic engagement, math and course clarity are strong according to MVMS. Science instruction is very strong. The primary grades rated all areas very strong except for safety, which was strong.

* Teachers encourage student participation in discussions and questioning. As appropriate, students research topics of their choice and use this in writing. 7th grade students attend a trip to Springfield. 8th graders attend the Washington, D.C. trip. Students write letters to the alderman.

* Areas for Growth: 100% of teachers will use the surveys and learning style inventories as a means to understand needs, interests and learning styles of students and then use these for programming and differentiated instruction. English instruction and classroom rigor will go from neutral to strong.

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

MVMS survey, school climate survey, Reflect & Learn (2a, b, c), Principal evaluation (drills).

* CHAMPS is used through out the school and throughout the day. ALL adults are responsible for ALL children and participate in PD that lifts their level of proficiency. There is a shared expectation for positive behavior including transitions and routines.

Expectations have been shared with parents (newsletter) and with students (assembly). Teachers implement Calm Classroom and parents have received written communication regarding this program. They have also been offered (2) training sessions.

* Teachers are responsible for classroom management and for contacting parents directly when behavior is inappropriate. The discipline referral has been modified to include sections that state what the teacher has previously done and when. Out of school suspensions has decreased per Dashboard data. Positive framing has increased per REACH.

* Areas for Growth: Increase the number of students reporting feeling safe by 25% as evidenced by MVMS, increase restorative practices as evidenced by Verify.

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

On-track, data (misconducts), MVMS survey, Reflect & Learn (2a, d, 4c)

* We explicitly teach behavior and use positive discipline and natural consequences. Classroom instruction continues as students use time-outs in class and reflections sheets. The expectation is that adults avoid power struggles and use the CHAMPS chart that is present in each classroom. Students are taught the expectations and help reinforce voice levels throughout the school. Students redirects are done quietly and respectfully. Calm Classroom is implemented with fidelity. Teachers use positive framing and praise. The dean of students uses restorative practices.

Areas for Growth: Increase teachers' ability to use restorative practices by 50%, Increase parent participation by 25% in training sessions so they understand SEL initiatives.

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:

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

Score

1 2 3 4

PAC, LSC, BAC minutes, parent portal participation, event agendas and flyers, fund-raising activities, parent worked with staff to develop the 2016-2018 CIWP, MVMS survey, Principal evaluation, monthly newsletters from teachers and the principal, response to Parent Support Center.

* We host events for parents to learn about our initiatives and district initiatives. We host Open House, literacy, math and science nights. We promote parent portal use and assist parents in becoming volunteers. Several of our parents are employed as lunch and recess monitors. Goal sheets are shared with parents as a means of keeping them informed of their child's progress. The attendance clerk communicates regularly with parents in order to increase student attendance. Correspondence is conducted in the parent's preferred language.

Areas for Growth: Increase PAC attendance by 20%, Increase Parent University connections by 10%, Increase parent programming by 20%

Guide for Parent Partnership

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

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus \emptyset = Not of focus
2	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 \emptyset
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 \emptyset
2	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 \emptyset
2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 \emptyset
2	Expectations for Quality & Character of School Life: Parent Partnership	1 2 3 4 5 \emptyset
2	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 \emptyset
2	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 \emptyset
2	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 \emptyset
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 \emptyset
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 \emptyset
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 \emptyset
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 \emptyset
3	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 \emptyset
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 \emptyset

Goals

Required metrics (Elementary)

2 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
(Blank)	69.00	87.00	88.00	89.00
National School Growth Percentile - Math				
(Blank)	66.00	86.00	87.00	88.00
% of Students Meeting/Exceeding National Ave Growth Norms				
(Blank)	57.40	(Blank)	70.00	72.00

African-American Growth Percentile - Reading

(Blank)	25.00	60.00	65.00	70.00
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Hispanic Growth Percentile - Reading

(Blank)	80.00	89.00	90.00	91.00
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English Learner Growth Percentile - Reading

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

(Blank)	18.00	77.00	70.00	75.00
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African-American Growth Percentile - Math

(Blank)	33.00	67.00	70.00	72.00
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Hispanic Growth Percentile - Math

(Blank)	72.00	87.00	89.00	90.00
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English Learner Growth Percentile - Math

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

(Blank)	45.00	58.00	60.00	65.00
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National School Attainment Percentile - Reading (Grades 3-8)

(Blank)	36.00	50.00	55.00	60.00
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National School Attainment Percentile - Math (Grades 3-8)

(Blank)	63.00	78.00	78.00	79.00
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National School Attainment Percentile - Reading (Grade 2)

(Blank)	10.00	44.00	44.00	50.00
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National School Attainment Percentile - Math (Grade 2)

(Blank)	15.00	35.00	35.00	40.00
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% of Students Making Sufficient Annual Progress on ACCESS

(Blank)	51.10	29.00	35.00	40.00
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Average Daily Attendance Rate

We have not made the district mandate of 96%. According to the SQRP, we were at 95.2% Our attendance rate has improved in primary. The grades with the overall lowest rate is third and seventh for 2015-2016.	95.30	95.20	96.00	96.00
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My Voice, My School 5 Essentials Survey

We are "Organized" going into the 2016-2017 school year. Our primary concern is dedication to the school, which was ranked weak, when it was strong last year. (2015-2016)

(Blank)

(Blank)

(Blank)

(Blank)

Custom metrics

3 of 3 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
MVMS- Effective Leaders				
This will be an average between Teacher-Principal Trust, Teacher Influence, and Instructional Leadership as all three were "neutral" in MVMS.	3.00	3.00	4.00	5.00
REACH-1c & 1d				
Percentage of teachers at proficient or higher in Domains 1c & 1d.	90.00	93.00	98.00	100.00
On-track rate for attendance				
Decrease the number of "high risk" and "at risk" students by 50% in order to increase our overall attendance rate.	94.70	95.20	96.00	96.00

Strategies

Strategy 1

If we do...

implement differentiated professional development and cycles of professional learning using lab sites, peer observations, and feedback from REACH observations to focus our strategies on improving core instruction related to Common Core and College and Career Readiness

...then we see...

greater collaboration and alignment of instructional materials and resources. Teacher leaders will ensure that students including DLs and ELs have access to complex texts, rigorous tasks and scaffolded supports in tiered instruction.

...which leads to...

increased collaboration and communication between grades as well as alignment within grades as evidenced by MVMS Instructional Leadership and Collective Responsibility ratings going from neutral to strong. Further evidence: GLT and bi-monthly meeting notes; reading attainment from 50%ile to 55th%ile school-wide; Grade 2 from 44%ile to 50%ile and math attainment in gr. 2 from 35%ile to 40%ile; REACH 1c-decrease "basic" rated teachers from 7% to 0; 1d-decrease "basic" rated teachers from 11% to 0. The in-house rubric for DTI (Data to Instruct) included in lesson plans.

Tags:

Core Instruction, Diverse Learners, Curriculum Design, Professional Learning, Instructional Coaching, Climate and Culture, Teacher Teams/Collaboration, Dual Language, Academic gain, Aligned resources, Academic expectations, Academic supports

Area(s) of focus:

1, 4, 5

Action step ?

Responsible ?

Timeframe ?

Evidence for status ?

Status

During calendar planning, provide professional development time and provide extended day buckets for vertical conversations

Principal & AP
ILT
Dual Language
coordinator

Jul 25, 2016 to
Sep 9, 2016

Team/Committee meeting notes
and agendas
Budget

Completed

Curriculum Design, ILT, Professional development

Team-building exercises prior to the start of the 2016-2017 school year	Principal, ILT	Aug 31, 2016 to Sep 2, 2016	Professional development agenda	Completed
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Climate and Culture

Provide opportunities for Dual Language committee to meet with general program teachers.	Principal, Dual Language lead teacher	Sep 19, 2016 to Jun 23, 2017	Committee agendas, sign-in sheets. Teachers meet bi-monthly from 8-9 a.m.	On-Track
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Dual Language, Materials, Professional development, Magnet cluster schools

In-house mentorship of new staff	Teacher leaders, staff, AP, principal	Sep 26, 2016 to May 29, 2017	Meeting logs	On-Track
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Instructional Coaching, Climate and Culture, Teacher Teams/Collaboration, Cycles of professional learning

Use prep times to observe other teachers in order to improve professional practice (Lab sites)	Teacher leaders, staff, AP, principal	Nov 7, 2016 to May 26, 2017	Exit slips, meeting logs. [Only the DL teachers and math team have been able to observe others on a regular basis.]	Behind
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Professional Learning, Instructional Coaching, Climate and Culture, Cycles of professional learning

Ensure a variety of differentiated PD experiences for teachers throughout the school year. Some PD to be led by teacher leaders, ILT and admin. A scope and sequence will be developed.	ILT, teacher leaders, administration	Aug 31, 2016 to Sep 2, 2016	Exit slips, agendas, Learning Hub. [Due to the change in CPS' schedule, there will be no PD days and we have to give back 12.5 hours to teachers for self-directed time. This leaves approximately 8 weeks of principal-directed preps and we want to conduct lab sites. We will have to use after school time for PD and looking at student work.]	On-Track
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Professional development, Cycles of learning

Conduct vertical conversations across grade bands and in content areas either before/after school and in lieu of some principal-directed preps	Principal, committee members, Dual Language coordinator	Nov 11, 2016 to Jan 27, 2017	Exit slips, agendas, Learning Hub, Feedback form [Teachers will be afforded time before/after school for the second semester]	On-Track
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Instructional Coaching, Dual Language, Professional development, Collaboration

Currently, one prep per week is principal-directed. We will use this principal-directed time spread over a month in the following manner: two for GLT and two for observing/planning/de-briefing lab sites.	Administration, ILT, teachers, teacher leaders	Oct 3, 2016 to Apr 28, 2017	Exit slips, reflection notes, feedback, de-brief notes	On-Track
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Literacy/Reading, Math, Teacher Teams/Collaboration, Social studies, Tier 2 & 3, Science instruction, Cycles of learning

Collaborate with CPS' Dual Language Consortium and participate in on-going professional development	Principal, Dual Language coordinator	Sep 23, 2016 to Jun 16, 2017	(Blank)	On-Track
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Dual Language

Collaborate/Partner with IRC to provide PD regarding WIDA	Dual language coordinator	Nov 4, 2016 to May 12, 2017	The dual language coordinator attend a session and presented to the dual language teachers. The principal and AP will attend an IAA conference March 4th.	On-Track
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Dual Language, Bilingual, English language learners, Esl strategies

Strategy 2

If we do...

increase the number of school sponsored events ie; Open House, LSC meet and Greet, Parent identified classes, Literacy, Math & Science Nights, Talent show, After school showcases, Cultural celebrations, Make and Take workshops

...then we see...

increased parent participation in school-wide events and stakeholder buy-in. More parent volunteers, parent-led activities and parents' ability to articulate the importance of 96% attendance or better and on track increase school-wide

...which leads to...

increased parent and community engagement by 50% as evidenced by sign-in sheets or participation in the school sponsored events. Increase from strong to very strong in the MVMS Teacher-Parent Trust and Parent Influence on Decision Making in Schools. We will increase student attendance from 95.2% to 96% as evidenced in SQRP. Decrease out of school suspensions as evidenced in the On-track data every five weeks.

Tags:

Climate and Culture, Family and Community Engagement, Parental involvement, Parent engagement

Area(s) of focus:

2, 3

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Diversify our models of communication: text messaging through google voice, Sabin Facebook, email, robo-call and face to face before/after school.	Administration and Staff, Parent coordinator	Jul 1, 2016 to May 31, 2017	Increased parent involvement, ability to communicate with any parent at any time [The parents have compiled an e-mail list so that they can communicate more effectively. Sabin joined the Wicker Park Bucktown Chamber of Commerce 2/8/17.]	On-Track

Climate and Culture, Community schools

Set and communicate the date for open house/block party to start each school year [September 1, 2016] (also target potential families for enrollment). Plan for school supply pre-order. Plan logistics of activities/entertainment/food regarding Open House	ILT, administration, Parent coordinator	Jul 1, 2016 to Sep 2, 2016	50% Family turn out year 1, 75% year 2,	Completed
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Climate and Culture

Host the open house prior to the start of the new school year	ILT, admin., teachers	Sep 1, 2016 to Sep 1, 2016	50% family turn out. New families: 90%	Completed
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Family and Community Engagement

Conduct school tours in the fall 2016 & 2017 for parents who may want to apply	Administrator, clerk	Sep 19, 2016 to Nov 30, 2016	Increase from 10 families to 20	On-Track
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Family and Community Engagement

Host quarterly workshops for parents to be more proficient in supporting the academics and SEL needs of their children	Parent coordinator, Administration, Teachers	Oct 27, 2016 to May 26, 2017	Sign-in sheets, Reflection or exit slips Calm Classroom scheduled for K-2 Nov. 30th [Parents participated in math workshops with Mr. Torres. Columbia College will be hosting family nights while on hiatus from 2/19-3/5. They include: Zumba, cooking, games, & confident speaking. The PAC will host a meet and greet breakfast on 2/16/17 as part of their re-engagement plan.]	On-Track
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SEL, World language, Community events, Parent engagement, Academic supports, Culturally relevant programming

Host quarterly workshops as identified/chosen by parents related to health, physical fitness, language acquisition, GED, technology, etc.	Parent coordinator, teacher leader, external partner	Sep 16, 2016 to May 25, 2018	Sign-in sheets, Reflection or exit slips, Agendas PAC put funds toward math for adults [Math class was completed in Dec.]	On-Track
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Parental involvement, World language, Academic learning

Reach out to parents who did not make it to the report card pick ups in 2015-2016. Differentiate supports for those who made to one and not the other or who missed both.	Clerk, Parent coordinator	Sep 5, 2016 to Sep 30, 2016	Report card pick up team agendas, minutes, contact logs [88.37% report cards picked up for first quarter. Within two weeks after data entry, we reached 95%]	On-Track
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Community schools

Strategy 3

If we do...

If we ensure that the school community (parents) and new teachers are fully trained and veteran staff are offered refresher training in CHAMPS and Calm Classroom to ensure that restorative practices are targeted, and, if we utilize CHAMPS for classroom community building (Morning meeting, Advisories) and provide parent programs...

...then we see...





less referrals and teachers using a more restorative approach in discipline, students will have the skills to self-regulate and advocate for themselves, parents will have a more engaged understanding of the restorative practices of the school...

...which leads to...

fair and effective discipline schoolwide, which also leads to a decrease by 50% of out of school suspensions as evidenced by Dashboard data, which also leads to 100% of teachers will effectively implement CHAMPS and Calm Classroom.

Tags:
MTSS, Behavior and Safety, Climate and Culture, Restorative justice, Motivation

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

Action step 	Responsible 	Timeframe 	Evidence for status 	Status
Train new teachers in the use of CHAMPS and Calm Classroom. Offer refresher course for veteran teachers.	ILT, programs coordinator	Aug 1, 2016 to Sep 2, 2016	100% participation in the CHAMPS model	Completed

MTSS, Behavior and Safety, Climate and Culture

Meet with Calm Classroom representatives and monitor (ongoing) implementation of the program and on-going training	Calm Classroom personnel, counselor	Aug 5, 2016 to Feb 3, 2017	Notes, logs, Calm Classroom training sign-in sheets [11/29 all teachers; 1/11 for ESPs; 1/31 lunch and recess monitors]	On-Track
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SEL, Academics

During observations, the principal and AP will note implementation of Calm Classroom and/or collect data related to evidence of CHAMPS throughout the school year.	Administrators	Sep 19, 2016 to May 25, 2017	Observation notes, logs,	On-Track
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SEL, Behavior, Behavior supports;

Provide quarterly training for parents in CHAMPS and Calm Classroom.	Calm Classroom, teachers	Sep 30, 2016 to Mar 31, 2017	Agendas, invitations, exit slips CC: Nov. 30, 2016 from 4-6 p.m.	On-Track
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Parental involvement, Collective responsibility

Teacher leaders will monitor CHAMPS and CC implementation using a rubric/checklist each quarter.	Teacher leaders	Sep 16, 2016 to May 26, 2017	Checklists	On-Track
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Critical thinkers, New teachers, Cycles of continuous improvement, Collective responsibility, Multi-tiered support systems

Strategy 4

If we do...

partner with parents to create support systems and develop Attendance Plans; and establish weekly/monthly/quarterly incentives for students, the ILT can monitor trends and GLT can track individual's goals

...then we see...

Increased teacher communication with parents regarding attendance, Students taking ownership of their attendance, Parents will be more engaged in their own child's attendance

...which leads to...


increased student attendance on a regular basis and a decrease in early dismissals. Sabin's attendance going from 95.2% in 2015 to 96% in 2016 as evidenced in the SQRP. School-wide trends will be tracked during ILT & GLT meetings using On-track data. Our goal is a decrease in the percentage of students off track due to only attendance. For K-2, the overall attendance will go from 93% to 94%. Individual trends will be monitored by using PLPs. The parent coordinator hired through the Community School's program partner, Columbia College, will keep sign-in logs for parent participation in training sessions and information sessions regarding attendance. The attendance clerk will keep records of parent contacts regarding attendance.

Tags:

Attendance, Climate and Culture, Community schools, Communication, Parent engagement


Area(s) of focus:

2, 4

Action step 

Responsible 

Timeframe 

Evidence for status 

Status

The ILT will use the On-track data at the end of the school year (June, 2016) to identify individual students who fell below the required 96% attendance rate in order to determine and differentiate supports needed for 2016-2017 school year.

Principal
ILT members
Attendance clerk

Jun 17, 2016 to
Sep 9, 2016

* ILT notes
* Attendance plans
* Parent contact log
[3 families decided to transfer their children so that they could more easily get them to school on a regular basis]

On-Track

MTSS, Attendance, Interventions, Parent involvement, Data analysis

Attendance plans will be developed at the beginning of the year for students who failed to meet the 96% attendance rate for the 2015-2016 school year. The plans will be differentiated based on how close students were to the 96% mark.

Classroom teachers
Attendance clerk

Sep 9, 2016 to
Sep 23, 2016

* Attendance plans
* Parent contact log
[At the semester, 44 students were on an attendance plan]

On-Track

Attendance, Interventions, Parent involvement

Attendance plans will be developed for kindergarten students and any other students who fall below the 96% mark as evidenced by the On-track data throughout the year and monitored every five weeks in GLT and ILT.

Attendance clerk
Individual teachers

Sep 5, 2016 to
Oct 7, 2016

* Attendance plans
* On-track data
[1 student's parent decided to transfer her so she could have better attendance.]

On-Track

Attendance, Interventions, Parent involvement, Data analysis

Classroom teachers will maintain the daily attendance posters outside of each classroom in order to acknowledge classes with best attendance.

Individual teachers

Sep 5, 2016 to
Jun 23, 2017

* Posters

On-Track

Attendance

The attendance clerk will make a list of each class with perfect attendance so that it can be read during announcements the following day

Attendance clerk

Sep 5, 2016 to
Jun 23, 2017

Attendance lists kept in the attendance log
Impact

On-Track

Attendance

The attendance clerk will deliver the Sabin Attendance trophies to the classrooms with the highest percentage attendance for the week and month. Classes will have their pictures taken with the trophy and the pictures will be posted on the attendance bulletin board and on the website.

Attendance clerk

Sep 5, 2016 to
Jun 23, 2017

Photos
Attendance log

On-Track

Attendance, Incentive

The ILT attendance data lead/team will help the attendance clerk monitor the effectiveness of interventions, plans and incentives for improving attendance.	ILT data lead/team Attendance clerk	Oct 7, 2016 to Dec 23, 2016	On-track data Impact, The team was identified at the ILT meeting 9/15/16	On-Track
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MTSS, Attendance, Data analysis

Monthly incentives like out of colors and homework passes, movies, healthy snacks, drawings will be planned and hosted to encourage students to maintain attendance of 96% or better. Students will also be acknowledged at the quarterly assemblies.	Attendance clerk Administration Teachers	Sep 30, 2016 to Jun 23, 2017	Impact Gradebook 6th graders attended a field trip on 10/28/16	On-Track
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Attendance, Incentive, Parent engagement

Bi-Monthly family nights will be held for the parents of students who have 96% attendance rate or better.	Parent coordinator Attendance clerk Attendance data lead/committee	Sep 30, 2016 to Jun 23, 2017	Invitations Sign-in log	Behind
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Attendance, Community schools, Incentive, Parent engagement

Meet with parents of students who fall below 95% attendance in order to identify the cause of the issue, develop the attendance plans and to increase student attendance.	Administration Teachers	Sep 30, 2016 to May 26, 2017	Attendance log	On-Track
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Attendance, Interventions, Parent engagement

Attendance clerk will send class reports of students with less than 96% attendance to teachers on a monthly basis.	Attendance clerk	Sep 23, 2016 to May 12, 2017	e-mails sent by clerk to teachers with student list	On-Track
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Attendance, Communication

Provide literature, in-services training and information to parents regarding good attendance and habits of highly effective children/teens during planned parent nights/meetings including LSC, State of the School, newsletters, Report card pick-up, BAC, PAC, website links and Open house.	Attendance clerk Parent coordinator Administration Dual Language Coordinator ILT data lead	Sep 23, 2016 to May 12, 2017	Sign-in sheets Attendance logs Meeting minutes Agendas Newsletters State of the School powerpoint	On-Track
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MTSS, Attendance, Communication, Parent engagement

District priority and action step	Responsible	Start	End	Status
<p>✚ During calendar planning, provide professional development time and provide extended day buckets for vertical conversations</p> <p>Tags: Core Instruction, Diverse Learners, Curriculum Design, Professional Learning, Instructional Coaching, Climate and Culture, Teacher Teams/Collaboration, Dual Language, Academic gain, Aligned resources, Academic expectations, Academic supports, Curriculum Design, ILT, Professional development</p>	Principal & AP ILT Dual Language coordinator	Jul 25, 2016	Sep 9, 2016	Completed
<p>✚ Team-building exercises prior to the start of the 2016-2017 school year</p> <p>Tags: Core Instruction, Diverse Learners, Curriculum Design, Professional Learning, Instructional Coaching, Climate and Culture, Teacher Teams/Collaboration, Dual Language, Academic gain, Aligned resources, Academic expectations, Academic supports, Climate and Culture</p>	Principal, ILT	Aug 31, 2016	Sep 2, 2016	Completed
<p>✚ Provide opportunities for Dual Language committee to meet with general program teachers.</p> <p>Tags: Core Instruction, Diverse Learners, Curriculum Design, Professional Learning, Instructional Coaching, Climate and Culture, Teacher Teams/Collaboration, Dual Language, Academic gain, Aligned resources, Academic expectations, Academic supports, Dual Language, Materials, Professional development, Magnet cluster schools</p>	Principal, Dual Language lead teacher	Sep 19, 2016	Jun 23, 2017	On-Track
<p>✚ In-house mentorship of new staff</p> <p>Tags: Core Instruction, Diverse Learners, Curriculum Design, Professional Learning, Instructional Coaching, Climate and Culture, Teacher Teams/Collaboration, Dual Language, Academic gain, Aligned resources, Academic expectations, Academic supports, Instructional Coaching, Climate and Culture, Teacher Teams/Collaboration, Cycles of professional learning</p>	Teacher leaders, staff, AP, principal	Sep 26, 2016	May 29, 2017	On-Track
<p>✚ Use prep times to observe other teachers in order to improve professional practice (Lab sites)</p> <p>Tags: Core Instruction, Diverse Learners, Curriculum Design, Professional Learning, Instructional Coaching, Climate and Culture, Teacher Teams/Collaboration, Dual Language, Academic gain, Aligned resources, Academic expectations, Academic supports, Professional Learning, Instructional Coaching, Climate and Culture, Cycles of professional learning</p>	Teacher leaders, staff, AP, principal	Nov 7, 2016	May 26, 2017	Behind
<p>✚ Ensure a variety of differentiated PD experiences for teachers throughout the school year. Some PD to be led by teacher leaders, ILT and admin. A scope and sequence will be developed.</p> <p>Tags: Core Instruction, Diverse Learners, Curriculum Design, Professional Learning, Instructional Coaching, Climate and Culture, Teacher Teams/Collaboration, Dual Language, Academic gain, Aligned resources, Academic expectations, Academic supports, Professional development, Cycles of learning</p>	ILT, teacher leaders, administration	Aug 31, 2016	Sep 2, 2016	On-Track
<p>✚ Conduct vertical conversations across grade bands and in content areas either before/after school and in lieu of some principal-directed preps</p> <p>Tags: Core Instruction, Diverse Learners, Curriculum Design, Professional Learning, Instructional Coaching, Climate and Culture, Teacher Teams/Collaboration, Dual Language, Academic gain, Aligned resources, Academic expectations, Academic supports, Instructional Coaching, Dual Language, Professional development, Collaboration</p>	Principal, committee members, Dual Language coordinator	Nov 11, 2016	Jan 27, 2017	On-Track
<p>✚ Currently, one prep per week is principal-directed. We will use this principal-directed time spread over a month in the following manner: two for GLT and two for observing/planning/de-briefing lab sites.</p> <p>Tags: Core Instruction, Diverse Learners, Curriculum Design, Professional Learning, Instructional Coaching, Climate and Culture, Teacher Teams/Collaboration, Dual Language, Academic gain, Aligned resources, Academic expectations, Academic supports, Literacy/Reading, Math, Teacher Teams/Collaboration, Social studies, Tier 2 & 3, Science instruction, Cycles of learning</p>	Administration, ILT, teachers, teacher leaders	Oct 3, 2016	Apr 28, 2017	On-Track
<p>✚ Collaborate with CPS' Dual Language Consortium and participate in on-going professional development</p> <p>Tags: Core Instruction, Diverse Learners, Curriculum Design, Professional Learning, Instructional Coaching, Climate and Culture, Teacher Teams/Collaboration, Dual Language, Academic gain, Aligned resources, Academic expectations, Academic supports, Dual Language</p>	Principal, Dual Language coordinator	Sep 23, 2016	Jun 16, 2017	On-Track
<p>✚ Collaborate/Partner with IRC to provide PD regarding WIDA</p> <p>Tags: Core Instruction, Diverse Learners, Curriculum Design, Professional Learning, Instructional Coaching, Climate and Culture, Teacher Teams/Collaboration, Dual Language, Academic gain, Aligned resources, Academic expectations, Academic supports, Dual Language, Bilingual, English language learners, Esl strategies</p>	Dual language coordinator	Nov 4, 2016	May 12, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
+ Diversify our models of communication: text messaging through google voice, Sabin Facebook, email, robo-call and face to face before/after school. Tags: Climate and Culture, Family and Community Engagement, Parental involvement, Parent engagement, Climate and Culture, Community schools	Administration and Staff, Parent coordinator	Jul 1, 2016	May 31, 2017	On-Track
+ Set and communicate the date for open house/block party to start each school year [September 1, 2016] (also target potential families for enrollment). Plan for school supply pre-order. Plan logistics of activities/entertainment/food regarding Open House Tags: Climate and Culture, Family and Community Engagement, Parental involvement, Parent engagement, Climate and Culture	ILT, administration, Parent coordinator	Jul 1, 2016	Sep 2, 2016	Completed
+ Host the open house prior to the start of the new school year Tags: Climate and Culture, Family and Community Engagement, Parental involvement, Parent engagement, Family and Community Engagement	ILT, admin., teachers	Sep 1, 2016	Sep 1, 2016	Completed
+ Conduct school tours in the fall 2016 & 2017 for parents who may want to apply Tags: Climate and Culture, Family and Community Engagement, Parental involvement, Parent engagement, Family and Community Engagement	Administrator, clerk	Sep 19, 2016	Nov 30, 2016	On-Track
+ Host quarterly workshops for parents to be more proficient in supporting the academics and SEL needs of their children Tags: Climate and Culture, Family and Community Engagement, Parental involvement, Parent engagement, SEL, World language, Community events, Parent engagement, Academic supports, Culturally relevant programming	Parent coordinator, Administration, Teachers	Oct 27, 2016	May 26, 2017	On-Track
+ Host quarterly workshops as identified/chosen by parents related to health, physical fitness, language acquisition, GED, technology, etc. Tags: Climate and Culture, Family and Community Engagement, Parental involvement, Parent engagement, Parental involvement, World language, Academic learning	Parent coordinator, teacher leader, external partner	Sep 16, 2016	May 25, 2018	On-Track
+ Reach out to parents who did not make it to the report card pick ups in 2015-2016. Differentiate supports for those who made to one and not the other or who missed both. Tags: Climate and Culture, Family and Community Engagement, Parental involvement, Parent engagement, Community schools	Clerk, Parent coordinator	Sep 5, 2016	Sep 30, 2016	On-Track
+ Train new teachers in the use of CHAMPS and Calm Classroom. Offer refresher course for veteran teachers. Tags: MTSS, Behavior and Safety, Climate and Culture, Restorative justice, Motivation, MTSS, Behavior and Safety, Climate and Culture	ILT, programs coordinator	Aug 1, 2016	Sep 2, 2016	Completed
+ Meet with Calm Classroom representatives and monitor (ongoing) implementation of the program and on-going training Tags: MTSS, Behavior and Safety, Climate and Culture, Restorative justice, Motivation, SEL, Academics	Calm Classroom personnel, counselor	Aug 5, 2016	Feb 3, 2017	On-Track
+ During observations, the principal and AP will note implementation of Calm Classroom and/or collect data related to evidence of CHAMPS throughout the school year. Tags: MTSS, Behavior and Safety, Climate and Culture, Restorative justice, Motivation, SEL, Behavior, Behavior supports;	Administrators	Sep 19, 2016	May 25, 2017	On-Track
+ Provide quarterly training for parents in CHAMPS and Calm Classroom. Tags: MTSS, Behavior and Safety, Climate and Culture, Restorative justice, Motivation, Parental involvement, Collective responsibility	Calm Classroom, teachers	Sep 30, 2016	Mar 31, 2017	On-Track
+ Teacher leaders will monitor CHAMPS and CC implementation using a rubric/checklist each quarter. Tags: MTSS, Behavior and Safety, Climate and Culture, Restorative justice, Motivation, Critical thinkers, New teachers, Cycles of continuous improvement, Collective responsibility, Multi-tiered support systems	Teacher leaders	Sep 16, 2016	May 26, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✚ The ILT will use the On-track data at the end of the school year (June, 2016) to identify individual students who fell below the required 96% attendance rate in order to determine and differentiate supports needed for 2016-2017 school year.</p> <p>Tags: Attendance, Climate and Culture, Community schools, Communication, Parent engagement, MTSS, Attendance, Interventions, Parental involvement, Data analysis</p>	Principal ILT members Attendance clerk	Jun 17, 2016	Sep 9, 2016	On-Track
<p>✚ Attendance plans will be developed at the beginning of the year for students who failed to meet the 96% attendance rate for the 2015-2016 school year. The plans will be differentiated based on how close students were to the 96% mark.</p> <p>Tags: Attendance, Climate and Culture, Community schools, Communication, Parent engagement, Attendance, Interventions, Parent involvement</p>	Classroom teachers Attendance clerk	Sep 9, 2016	Sep 23, 2016	On-Track
<p>✚ Attendance plans will be developed for kindergarten students and any other students who fall below the 96% mark as evidenced by the On-track data throughout the year and monitored every five weeks in GLT and ILT.</p> <p>Tags: Attendance, Climate and Culture, Community schools, Communication, Parent engagement, Attendance, Interventions, Parental involvement, Data analysis</p>	Attendance clerk Individual teachers	Sep 5, 2016	Oct 7, 2016	On-Track
<p>✚ Classroom teachers will maintain the daily attendance posters outside of each classroom in order to acknowledge classes with best attendance.</p> <p>Tags: Attendance, Climate and Culture, Community schools, Communication, Parent engagement, Attendance</p>	Individual teachers	Sep 5, 2016	Jun 23, 2017	On-Track
<p>✚ The attendance clerk will make a list of each class with perfect attendance so that it can be read during announcements the following day</p> <p>Tags: Attendance, Climate and Culture, Community schools, Communication, Parent engagement, Attendance</p>	Attendance clerk	Sep 5, 2016	Jun 23, 2017	On-Track
<p>✚ The attendance clerk will deliver the Sabin Attendance trophies to the classrooms with the highest percentage attendance for the week and month. Classes will have their pictures taken with the trophy and the pictures will be posted on the attendance bulletin board and on the website.</p> <p>Tags: Attendance, Climate and Culture, Community schools, Communication, Parent engagement, Attendance, Incentive</p>	Attendance clerk	Sep 5, 2016	Jun 23, 2017	On-Track
<p>✚ The ILT attendance data lead/team will help the attendance clerk monitor the effectiveness of interventions, plans and incentives for improving attendance.</p> <p>Tags: Attendance, Climate and Culture, Community schools, Communication, Parent engagement, MTSS, Attendance, Data analysis</p>	ILT data lead/team Attendance clerk	Oct 7, 2016	Dec 23, 2016	On-Track
<p>✚ Monthly incentives like out of colors and homework passes, movies, healthy snacks, drawings will be planned and hosted to encourage students to maintain attendance of 96% or better. Students will also be acknowledged at the quarterly assemblies.</p> <p>Tags: Attendance, Climate and Culture, Community schools, Communication, Parent engagement, Attendance, Incentive, Parent engagement</p>	Attendance clerk Administration Teachers	Sep 30, 2016	Jun 23, 2017	On-Track
<p>✚ Bi-Monthly family nights will be held for the parents of students who have 96% attendance rate or better.</p> <p>Tags: Attendance, Climate and Culture, Community schools, Communication, Parent engagement, Attendance, Community schools, Incentive, Parent engagement</p>	Parent coordinator Attendance clerk Attendance data lead/committee	Sep 30, 2016	Jun 23, 2017	Behind
<p>✚ Meet with parents of students who fall below 95% attendance in order to identify the cause of the issue, develop the attendance plans and to increase student attendance.</p> <p>Tags: Attendance, Climate and Culture, Community schools, Communication, Parent engagement, Attendance, Interventions, Parent engagement</p>	Administration Teachers	Sep 30, 2016	May 26, 2017	On-Track
<p>✚ Attendance clerk will send class reports of students with less than 96% attendance to teachers on a monthly basis.</p> <p>Tags: Attendance, Climate and Culture, Community schools, Communication, Parent engagement, Attendance, Communication</p>	Attendance clerk	Sep 23, 2016	May 12, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
+ Provide literature, in-services training and information to parents regarding good attendance and habits of highly effective children/teens during planned parent nights/meetings including LSC, State of the School, newsletters, Report card pick-up, BAC, PAC, website links and Open house. Tags: Attendance, Climate and Culture, Community schools, Communication, Parent engagement, MTSS, Attendance, Communication, Parent engagement	Attendance clerk Parent coordinator Administration Dual Language Coordinator ILT data lead	Sep 23, 2016	May 12, 2017	On-Track

Fund Compliance

Supplemental General State Aid(SGSA)

☒ My school receives SGSA funds

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

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

NCLB Program

☒ NCLB Schoolwide Program

(Not available to schools receiving NCLB funds for the first time) [Title 1/SW].

The school annually reviews the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand.

☒ NCLB Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

☐ Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

☒ I verify that the statement below is correct

No Child Left Behind (NCLB), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the NCLB reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent Plan

Parent Involvement Policy

Complete

Schools must involve parents in the joint development and periodic review and revision of the NCLB, Title I school parental involvement plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished.

- * The PAC meets monthly to discuss parent involvement and develop ideas for increasing involvement. Parents will review the the plan and policy on a quarterly basis. As needed, revisions to the budget plan will occur when quorum is met.
- * The LSC is kept up-to-date via the principal's report to the LSC on a monthly basis. The PAC chairperson will send a report to the LSC if the PAC chairperson is unable to attend and give the report in person.

The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental

involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in the NCLB, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

- * The Title I Annual Meeting will take place September 28, 2016 @ 9:15 a.m. & 5:30 p.m.
- * The Title I PAC Organizational Meeting will take place October 6, 2016 at 5:30 p.m.
- * Once the PAC has a chairperson and other officers, they will set the meeting dates and times for the remainder of the school year.
- * Notices will go out to parents in English and Spanish, it will be posted on the website, front doors of the school, on the marquee and a phone blast will be done.

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.

- * Parents will be invited to the meetings via phone blasts, notes, website, teacher newsletters, on the marquee and announcements at the Open House.
- * During Open House, parents will learn about the assessment tools and proficiency levels students are expected to meet. This will be shared by individual teachers of the various grade bands. The principal will conduct the State of the School Address.
- * Sabin will host mandatory parent meetings for parents of students in grades 3, 6, and 8.
- * The counselor will meet with parents of 8th graders so they understand the promotion criteria and how to apply to high school.
- * Information will also be posted on the website.
- * Teachers are available for parent conferences.
- * Students take home goal sheets which include the child's proficiency level and expectations.

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.

- * The PAC holds regularly scheduled meetings and will advertise such. Parents will be given the parameters of the PAC so that they understand their responsibilities and budget. Parents will have input as appropriate in decisions about the education of the children of Sabin.
- * The principal maintains an open-door policy and is available for meetings with parents. Appointments are recommended.

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.

- * As data is received, it will be shared with parents via the Student Goal Sheet. Teachers, the counselor and administrators will be available to meet with parents as needed.
- * We will continue to engage parents regarding PARCC
- * Provide workshops to parents regarding the PARCC assessment
- * Continue to have links from the Sabin website to ISBE and PARCC related information

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

- * All parents will be notified if their child is being taught by a teacher who is not "highly qualified" as defined in the Title I Final Regulations. This will be sent home on paper in the appropriate language.

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.

- * Workshops will be offered to parents including, but not limited to: Accessing Parent Portal; using the website to navigate to external resources; curriculum specific "nights"; specific workshops regarding state standards and achievement standards; NWEA curriculum ladders and practice tests; how to read/use Sabin goal sheets; understanding the Sabin Essentials

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.

- * Sabin offers family events: Literacy Night, Math Night, Science Fair
- * LSC and PAC meet monthly
- * BAC meets quarterly
- * Open House (9/1/16)
- * Report card pick-up each semester
- * Accessing Parent Portal
- * ESL classes
- * Spanish for non-Spanish speakers
- * Workshops to support Sabin's initiatives
- * After school showcases in conjunction with external partner, Columbia College

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 send monthly newsletters and have times throughout their day to make appointments with parents.
- * Teachers can also make phone calls, use text messages and e-mail to stay in touch with parents.
- * Teachers will attend parent workshops and learn alongside parents.
- * Teachers will provide some workshops to parents soliciting their involvement by asking them to partner in presentations.
- * Teachers will comprise their own suggested "Summer reads" so students entering the next grade will be able to increase their knowledge

Schools will, to the extent feasible and appropriate, coordinate and integrate parent programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents in more fully participating in their children's education. Please describe how this will be accomplished.

N/A Sabin does not have an early childhood program

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

- * All announcements about parent meetings will be posted in English and Spanish on the Sabin website, on the front doors of the school, in monthly newsletters, on the parent bulletin board near the front entrance, and in notes sent home.
- * Reminders will be posted on the marquee

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.)

Sabin Magnet Dual Language School inspires our students to have a life-long passion for learning. Our students have the ability to transfer academic study and personal concern into effective leadership and action in their communities and the world. We foster second language acquisition and an appreciation of language and culture with a focus on students becoming bi-literate in Spanish and English. Teachers are committed to addressing the individual needs of Sabin students through the implementation of a differentiated, innovative and evidenced-based curriculum that will prepare them to be college and career ready. Sabin students strive for excellence and aspire to succeed in higher education which enables them to be active participants in the dynamic, global, community.

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

- * The first Open House is scheduled for Wednesday, August 31, 2016. The State of the School address will take place September 22, 2016.
- * Report card pick-up will take place November 9, 2016 and April 19, 2017. The tentative hours are Noon-6:30 p.m.

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

- * Parents will be offered training in the use of the Parent Portal and will be encouraged to use it
- * For parents who do not have access to computers at home, the parent room will have a computer available for their use
- * Parents will receive progress reports every five weeks as determined by CPS
- * Student goals sheets are given at conferences or sent home when updated. These include F & P and NWEA scores as well as the student's personal goals for achievement. These are updated every five weeks.

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

- * Teachers will let parents know via text, e-mail, or newsletter when they are available for conferences/meetings
- * Teachers send information to parents via text, e-mail and Parent Portal. Parents determine their preferred mode of communication
- * Parents may call the school and schedule appointments with teachers
- * Teacher conferences will take place during report card pick-up
- * As needed, teachers will be available M-Th before school or during their prep to meet with parents. At their discretion, teachers may make appointments after school.

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

- * Parents are welcome at Sabin. We follow the CPS guidelines for regular volunteers. This includes criminal background check, TB test and updated health exam.
- * Parents are recruited for field trips and other "one-time" events and do not have to meet the volunteer requirements
- * Room parents, reading hour, literacy, math and science nights, family movie night, and the Scholastic Book Fair are all events that parents may volunteer

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

- * We provide training in the use of Parent Portal. We also have computers available in the parent room for parents with no computer access in their homes
- * Students have: agendas, home/school communication folders, reading logs, goal sheets, monthly newsletters, and teacher website/blogs
- * Parents are strongly encouraged to check their child's homework and/or agendas daily
- * As needed, parents sign and agree to an attendance plan
- * We ask that parents check goal sheets and engage their children in conversations about meeting/exceeding the goals
- * Ensure that students are on time and in regular attendance
- * Attend events hosted by teachers who provide strategies to work with children
- * Use the website
- * Check the CPS Parent Portal frequently
- * Meet with teachers as needed
- * Be proactive
- * As needed/available, schedule parent training to support their efforts in parenting
- * Provide training to parents regarding Sabin's initiatives, CPS' initiatives and State testing

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

- * LSC meetings occur each month and have time set aside for public participation
- * Open house surveys
- * Attend and actively participate in NCLB and BAC meetings with the principal and SCR
- * Volunteer for various committees and events

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).

- * Student will arrive on time, prepared, with a positive attitude and ready to work
- * Be respectful and polite
- * Complete assignments on time
- * Ask for assistance when needed
- * Wear school colors as mandated by the LSC to demonstrate pride in self and school
- * Maintain copies of goal sheets at home and in school
- * Compete fairly and with dignity regardless of the outcome
- * We have shared values posted throughout the school
- * Participate in CHAMPS and Calm Classroom

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.

Teachers will provide training regarding Sabin's initiatives throughout the school year. These will include literacy, math and science. By enabling parents to understand curriculum and content, they will better be able to support their child(ren) doing well in class, completing projects and homework and doing well on state and CPS mandated tests.

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

Account(s)	Description	Allocation			
51130,	Teacher Presenter/ESP Extended Day				
52130	For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	<table border="1"> <tr> <td>\$</td> <td>1500</td> <td>.00</td> </tr> </table>	\$	1500	.00
\$	1500	.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.	<table> <tr> <td>\$</td><td>Amount</td><td>.00</td></tr> </table>	\$	Amount	.00
\$	Amount	.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>500</td><td>.00</td></tr> </table>	\$	500	.00
\$	500	.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>Amount</td><td>.00</td></tr> </table>	\$	Amount	.00
\$	Amount	.00			
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	<table> <tr> <td>\$</td><td>100</td><td>.00</td></tr> </table>	\$	100	.00
\$	100	.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>750</td><td>.00</td></tr> </table>	\$	750	.00
\$	750	.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>250</td><td>.00</td></tr> </table>	\$	250	.00
\$	250	.00			
53510	Postage Must be used for parent involvement programs only.	<table> <tr> <td>\$</td><td>100</td><td>.00</td></tr> </table>	\$	100	.00
\$	100	.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			