Frazier Prospective IB Magnet ES (/school-plans/163) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
01/21/2016	ILT	Overview of CIWP/SEF
01/28/2016	ILT	SEF
02/04/2016	ILT	SEF
02/11/2016	ILT	SEF
02/12/2016	Grade Level Teachers, Assistant Principal, IB coordinator	SEF
02/09/2016	ILT	SEF
02/18/2016	ILT	SEF/CIWP

02/25/2016	ILT	SEF/CIWP
03/10/2016	ILT	SEF/CIWP
03/16/2016	ILT	SEF/CIWP
03/31/2016	ILT	SEF/CIWP
09/21/2016	ILT	CIWP
09/28/2061	ILT	MTSS PDP
10/21/2016	ILT	DATA/SQRP
10/26/2016	ILT	On Track Data/POP (problem of practice) CIWP
11/02/2016		On Track Data/POP (Math) CIWP
11/09/2016		CIWP - 5 Why's Framework
11/30/2016		CIWP - Data Analysis of Formative Math assessments
12/07/2016		CIWP - Data Analysis of Formative Math assessments
12/14/2016		CIWP - Data Analysis of Formative Math assessments
01/11/2017		CIWP - CIWP - Data Analysis of Formative Math assessments
01/19/2017		CIWP MOY NWEA Reading data/Attendance CIWP
01/27/2017		MOY NWEA Reading data/Attendance CIWP
02/06/2017		MOY NWEA Math data/On Track
02/15/2017		Root Cause Analysis of PARCC data
02/23/2017		Root Cause Analysis of PARCC data (Informational)

School Excellence Framework

Culture of & Structure for Continuous Improvement	4 of 4 complete

Leadership & Collective Responsibility:

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

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every student.

> • Presentation of the mission and vision was outlined in the State of the Union Address.
> • The principal arranged for the Network data strategist to present data on the school's NWEA and MClass achievement.
> • The principal shared with the staff the expectation to group students for differentiated instruction through guided reading in both reading and math.
> • Teacher Leaders and Peer to Peer teacher observations
> • Data Night has been established in which parents are informed about their child's progress; helpful resources are provided.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

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> • Reading identified as the school –wide Problem of Practice
> • Establishing a systematic Root Cause to school- wide deficit
> • ILT has a consistent structure that includes weekly meetings and a systematic approach to reviewing student data.
> • The ILT team is a valid representation of the schools specialities.
> • Current and relevant data (i.e., MOY NWEA, TRC, focus skills) are reviewed and acted upon as needed to address classroom practices such as altering instructional focus for below, average, or above level learners.
> • Efforts have been undertaken to build the capacity of teacher team leaders to lead the charge for problem solving as it relates to student data focused on during ILT meetings.
> • More effort needed on monitoring the fidelity of implemented strategies.

Guide for Instructional Leadership Team

- Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.
  - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
  - Relentlessly ask, "Is it working?" about every program, initiative, and strategy in the school.
  - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
  - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "If not, why not?"
- Share leadership for improving teaching and learning with representative school members.
  - Organize the team around a common understanding of team's purpose and instructional priorities.
  - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
  - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- Use protocols and ask probing questions.
  - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
  - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
  - Systematically consider root cause(s) based on thorough review of evidence.
- Use timely and relevant data/evidence sources.
  - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
  - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- Schedule and structure frequent meetings.
  - Meet regularly (2-4 times per month).
  - Use an agenda with a clear focus.
- Collaborate effectively, value transparency, and inform and engage stakeholders.
  - All team members have equity of voice and are actively engaged in asking questions.
  - Celebrate small wins and improvements.
  - Regularly inform and engage stakeholders of key data and work of the ILT.
- Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.

Evidence, Measures, and Standards

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

Professional Learning:

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

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- Teachers meet weekly for grade level meetings in which agendas and goals are clear and concise and usually met.
- Action items from the ILT meetings are shared with all teachers during the grade level meetings so that teachers can analyze and determine the successes and concerns for their grade band.
- Quarterly unit building sessions are integrated into the grade level meeting schedule.
- Coaching occurs on an informal basis. New teachers are given additional support with administrative check-ins and assigning additional staff to their classes for support.
- REACH evaluation process has provided powerful, relevant, feedback for the teachers. Teachers are expected to share information and resources they acquire at professional development with the entire staff.
- Assessments related to our POP are collected, reviewed, analyzed by administration; feedback from administration always offers teachers an opportunity to reflect on the analysis.

Guide for Professional Learning

- Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.
  - Use data to identify performance and practice gaps to inform PL plan.
  - Use research about best practices to identify potential learning and subject matter experts to support.

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

Evidence, Measures, and Standards

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

Aligned Resources:

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

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> • A strategic use of discretionary funds is carefully managed to provide students with additional funds are set aside for learning excursions that provide real-world applications for IB units.
> • The school was able to successfully acquire an after school grant, which is being used to provide after school classes in Reading (POP), math and extracurricular activities. Classes are offered Mondays-Thursdays.
> • The goal behind additional classes in reading and math is to improve academic achievement.
> • Frazier acquired a grant from Mindful Practices which enhances the social emotional growth and improves the culture and climate of Frazier Learning community.
> • Individualized instruction for struggling learners is provided by resource teachers on a daily basis.
> • Teachers are invited to actively participate in the hiring process of possible candidates.
> • Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.
> • Schedules are created to allow for common prep time, which provides teachers with opportunities to collaborate.
> • Student progress is closely monitored and data from assessments are used to drive instruction.
> • After school and Saturday School has been implemented to provide enrichment.

Guide for Aligned Resources

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

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

Evidence, Measures, and Standards

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

Curriculum:

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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.

• 100% of IB units identify the essential understandings in the form of a central idea or statement of inquiry that potentially encourages students to think.
• Six out of eight middle school teachers now instruct from a unit of inquiry, however, they do not yet guide students towards authentic problem solving around global issues.
• In most classrooms, instruction is standards-based that focuses on skills development in isolation, but not transdisciplinary with a focus on conceptual understanding that extends from the "big ideas" or IB concepts.
• Reading text may be difficult for readers with lower than desired lexile levels, however, overall complex text (as suggested by grade level recommendations) are not incorporated into the curriculum with a high level of frequency.
• A new curriculum is being piloted/purchased for the middle school math department.

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=Y3BzLmVkdXxrY3xneDoyYjIlNGI4MmY3YTIxYTgz), 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:

Materials to present learning content and what the learner uses to demonstrate are characterized by variability and flexibility. Materials are identified and adapted to increase access to learning for all students. Materials include multimedia and embedded, just-in-time supports; varied tools and supports; alternative pathways, and varied levels of support and challenge. (adapted from UDL Guidelines 2.0)

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- Ready Gen Reading curriculum provides access to common core aligned instruction including high level questioning and rigorous end-of -unit assessments.
- Achieve 3000 - Reading website that allows students to work at their reading lexile level, nonfiction articles. Additionally, Achieve 3000 provides a writing component.
- Envision 2.0 Math is Common-Core aligned curriculum which provides on-grade-level instruction.
- Everyday Math - Common Core aligned on-grade level curriculum.
- Think Through Math –Interactive math program that allows students to work on pathways that can be adjusted to address their skill sets.

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:

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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)

• Each semester collaborative sessions are held to review unit summative assessment tasks and formative tasks in terms of vertical alignment between grade bands and student demonstrated understanding of each unit's line of inquiry within grade bands.
• The majority of student work observed reflects teacher-led inquiry rather than the more rigorous student-led inquiry.
• The IB transdisciplinary and ATL's are present in all PYP and MYP unit planners, but we need to put in place better structures to make sure that self-management is consistently addressed across the curriculum.
• Unit planners culminate with challenging summative assessment tasks; however, more attention to targeted formative assessment over the course of the roll-out of the unit will help to ensure that more students can complete the tasks with greater mastery of standards.
• Reading complexity with close reading is a daily part of the school's literacy approach.
• Students engage in project-based activities.

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)). 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:

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)

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- Summer assignments and projects provided by the teacher in the next grade level
- Administration and staff are very proactive in communicating the importance of school readiness for Kindergarten
- IB curriculum provides opportunities for students to engage in authentic inquiry through their units of study
- School counselor provides individualized conferencing with students to discuss high school selection process and future college and career choices that await them
- Reaching out to parents with information on school readiness and success
- Middle school students/parents receive information on high school options

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.

Instruction:

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

Score

1   2   **3**   4

- Clear and concise objectives are created are consistent across grade levels
- Formative assessments are regularly utilized during instruction to monitor student progress
- Cooperative learning is student-centered
- Culminating of performance tasks to assess students' understanding
- Instruction is scaffolded to ensure all students have access to complex texts

Guide for Instruction

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Multi-Tiered System of Support:

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

Score

1　2　**3**　4

• Instruction is adjusted to meet the individual needs once academic deficits have been identified.
• Every class receives push in support as well as tiered interventions from the school psychologist and social worker.
• Extended literacy and math instruction/tutoring offered to students to address specific skill sets
• Plans are developed for each student to address their specific needs as discovered in weekly meetings and off-track report analysis.
• Progress monitoring used to determine the effectiveness of interventions.

Guide for Multi-Tiered System of Support

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

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

Score

1   2   **3**   4

• Teachers constantly use NWEA Data to monitor student growth and adjust assessments to meet the needs of the individual student.
• Formative and summative assessments are used to monitor student progress and drive instruction.
• Assessments reflect multiple learning styles and allow students to demonstrate their knowledge in multiple forms.
• Gradebook is updated weekly; majority of parents are enrolled in Parent Portal
• Middle school level students are given weekly reports to take home and have signed by parents
• Focus Skill assessments, aligned with the reading curriculum, has been created to measure students' comprehension and development of standards and to analyze the rigor and effectiveness of instruction and materials

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS* and *Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of** universal design (http://www.udlcenter.org/aboutudl/udlcurriculum) **and use of accommodations and, where needed, modifications.**
    - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
    - Work together on building common assessments within a department, course, or grade level team.
    - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (http://www.csai-online.org/spotlight/assessment-design-toolkit).
    - Use common protocols and calibrate on scoring and grading in teacher teams.
    - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
    - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
    - Measure, report, and document student progress and proficiency:
        - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.

- Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
    - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
    - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

Culture for Learning:

Score

1 2 3 **4**

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

- Small groups and centers are created based upon student's deficits identified from the NWEA learning continuum.
- To encourage hard work and resilience in students, they are given a no-opt policy. All bad grades are replaced with new grades.
- High expectations are placed on all students.
- Curriculum (ReadyGen, Envision 2.0, Everyday Math, IB units) provides students with opportunity to engage in authentic inquiry through units of study.
- Students take ownership and pride in their work and work collaboratively with peers to focus on the criteria of success.
- Teachers provide feedback regularly to students so that students can be accountable of their own learning.
- Student achievement and growth is recognized in the classroom and schoolwide and celebrated quarterly.
- Expectations are differentiated for every student.
- Students are provided with strategies and resources to support and enrich their academic career.

Guide for Culture for Learning
- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
    - Use strategies to reinforce and cultivate student curiosity.
    - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
    - Consistently communicate the expectation that all students can achieve at high levels.
    - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
    - Clearly display school-wide expectations for academic and personal success throughout the building.
    - Set high expectations according to grade-appropriate learning objectives.
    - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
    - Recognize high levels of student achievement. All students receive recognition.
    - Encourage student resilience and hard work.

- Ensure students feel safe to share misunderstandings and struggles.
  - **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
    - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
  - **Provide students frequent, informative feedback.**
    - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
    - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
  - **Develop academic mindsets and behaviors.**
    - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
    - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
    - Employ strategies including ongoing monitoring and support of students' academic behaviors.
    - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

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

Relational Trust:

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**

• The conditions that contributed to higher levels of relational trust included a sense of personal regard, respect, established competence, and personal integrity among teachers and the principal.
• Organizational conditions supported the ability of teachers and the principal to develop relationships through modeling of the behavior, therefore creating a culture of trust.
• Restorative justice practices, talking circles and Mindful Practices exercises create and opportunities for students to build positive relationships with peers.
• There is respect for colleagues who are experts in their craft and lead in school improvement efforts.
• Students are afforded an opportunity to learn about the community through service learning projects and IB inspired field trips.
• Structures are in place to ensure that misbehavior from students is kept at a minimum through restorative practices, Calm Classroom and Mindful Practices.
• A crisis team has been implemented which consists of the Support Service team and provide intensive services on a need to need basis

Guide for Relational Trust

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

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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**

> • All students have an adult advocate who cares about them and supports them in achieving their goals. Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior.
> • Diverse Learner students are given access to all extracurricular activities within the school setting.
> • All students are engaged in the IB program which exposes them to other cultures around the world.
> • Students meet with the Student Support Team formally and informally on a regular basis.

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

> • School wide classroom management framework helps to standardize behavioral expectations at the primary, intermediate and middle school level.
> • Framework for positive behavior is shared and practiced throughout the school
> • Behavior matters are initially addressed by the classroom teacher. If behavior is not modified, the matter will be escalated.
> • There are very few cases in which some students consistently exhibit behaviors within the classroom that are potentially harmful to students; such incidents, at times may not be handled expeditiously.
> • Security personnel are effective and consistent in maintaining order during throughout the day and throughout the building.
> • Shining Stars and Bulldog Bucks are incentive programs that have been put in place to award positive behavior.
> • Many teachers use hall passes to ensure safe arrival of students to another location.

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

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

Restorative Approaches to Discipline:

Score

1 2 **3** 4

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

- Restorative Justice has been used with 49% of behavior referrals this year.
- Peace Circles, Healing Circles, Peer Conferencing, Restorative Conversations, and mediation are being implemented within the school as a response or alternative to discipline.
- The staff regularly reinforces positive student behavior with clear expectations, routines, and procedures.
- Staff teaches competencies outlined in SEL Standards.

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

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

Parent Partnership:

Score

1 2 **3** 4

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.

• Clear expectations of the school's performance as well as the expectations for assisting students in the home were shared at open house.
• Parent University night is being planned for the Spring.
• A parent meeting was held by the counselor for the 7th grade parents to discuss the importance of the students' performance and the impact that it will have on selective enrollment schools.
• A parent meeting was held by the counselor for the 8th grade parents to discuss the 8th grade criteria for the students for graduation and promotion. The online high school application process was also explained to the parents.
• Teachers consistently maintain ongoing communication with parents via telephone, email, daily connection sheets, weekly letters and the school website.
• Parents are currently serving as chaperones in the SPARK apprenticeship program.
• Parent Advisory Council regularly convenes to work with the principal in the planning, design, implementation, and evaluation of the Title I Program.
• Case Manager and Clinical staff collaborates to provide students and families with support from mental health agencies. They are proactive in ensuring that parents and families are provided with viable options to assist them with specialized support along with an affiliation with Garfield Park and Hartgrove Hospitals.

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

School Excellence Framework Priorities

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

| 4 | Expectations for Quality & Character of School Life: Relational Trust | 1 | 2 | 3 | 4 | 5 | ⊘ |

| 4 | Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life | 1 | 2 | 3 | 4 | 5 | ⊘ |

Goals

Required metrics (Elementary)   18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
Student growth in reading has increased each year. This trend in expected to continue as are POP is literacy. We have piloted a new reading curriculum in grades 1-6. The curriuculm is aligined to common core standards and all texts are aligned to the complexity (DOK) requirements outlined in the Common Core Standard	48.00	52.00	56.00	59.00
National School Growth Percentile - Math				
We experienced great growth form 2014/2015 to 2015/2016. We anticipate the steady growth over the next two academic years. We have updated our current math curriculum in 2nd grade. We plan to update the curriculum in grades 3-8 next year. We are currently piloting Everday math in grades K and 1. We believe that the conceptual understanding that students in these grades will experience in this pilot will create a strong foundation for the future grades. Our Moy data serves to support this belief.	22.00	86.00	86.00	86.00
% of Students Meeting/Exceeding National Ave Growth Norms				
We expect the percent of students meeting/exceeding national ave growth norms to continue. Our Moy data serves to support this belief.	46.00	(Blank)	62.00	64.00
African-American Growth Percentile - Reading				
We expect our population of students to increase in the growth percentile for Reading. Our POP for this year has been literacy and the new reading curriculum has provided the structure and resources that has been lacking.	48.00	60.00	64.00	66.00
Hispanic Growth Percentile - Reading				
n/a	(Blank)	(Blank)	0.00	0.00
English Learner Growth Percentile - Reading				
n/a	(Blank)	(Blank)	0.00	0.00
Diverse Learner Growth Percentile - Reading				
n/a	(Blank)	(Blank)	0.00	0.00
African-American Growth Percentile - Math				
We experienced phenemonal growth in one year. We expect to continued but not necessarily at the rate that was experience in 2014/2015	22.00	90.00	90.00	90.00
Hispanic Growth Percentile - Math				
n/a	(Blank)	(Blank)	0.00	0.00
English Learner Growth Percentile - Math				
n/a	(Blank)	(Blank)	0.00	0.00

Diverse Learner Growth Percentile - Math

n/a	*(Blank)*	*(Blank)*	0.00	0.00

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

We expect our population of students to increase in the growth percentile for Reading. Our POP for this year has been literacy and the new reading curriculum has provided the structure and resources that has been lacking.	55.00	62.00	65.00	67.00

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

We anticipate the steady growth over the next two academic years. We have updated our current math curriculum in 2nd grade. We plan to update the curriculum in grades 3-8 next year. We are currently piloting Everday math in grades K and 1. We believe that the conceptual understanding that students in these grades will experience in this pilot will create a strong foundation for the future grades. Our Moy data serves to support this belief.	52.00	78.00	79.00	79.00

National School Attainment Percentile - Reading (Grade 2)

We expect our population of students to increase in the growth percentile for Reading. Our POP for this year has been literacy and the new reading curriculum has provided the structure and resources that has been lacking.	73.00	70.00	72.00	74.00

National School Attainment Percentile - Math (Grade 2)

We anticipate the steady growth over the next two academic years. We have updated our current math curriculum in 2nd grade. We plan to update the curriculum in grades 3-8 next year. We are currently piloting Everday math in grades K and 1. We believe that the conceptual understanding that students in these grades will experience in this pilot will create a strong foundation for the future grades. Our Moy data serves to support this belief.	69.00	46.00	55.00	57.00

% of Students Making Sufficient Annual Progress on ACCESS

n/a	*(Blank)*	*(Blank)*	0.00	0.00

Average Daily Attendance Rate

We've had a school wide focus on attendance this year. We have provided students with incentives for having good attendance. We will increase the incentives each year.	95.80	95.20	96.00	96.20

My Voice, My School 5 Essentials Survey

n/a	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*

Custom metrics   1 of 1 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
Risk and Opportunity				
How are we addressing the needs of students entering Frazier who are deemed at-risk (vunerable)	*(Blank)*	95.00	96.00	98.00

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...

Develop a school wide reading focus around the question, "Where is the evidence?" to increase rigorous task by using a variety of open-ended, text dependent questions with high level complex text.

Students with a high level of discourse between their peers.

A greater engagement and understanding of complex content not just Reading but ALL subjects.

Tags:
Literacy/Reading, Science, Core Instruction, Specialized Academic Programs - IB, Social studies
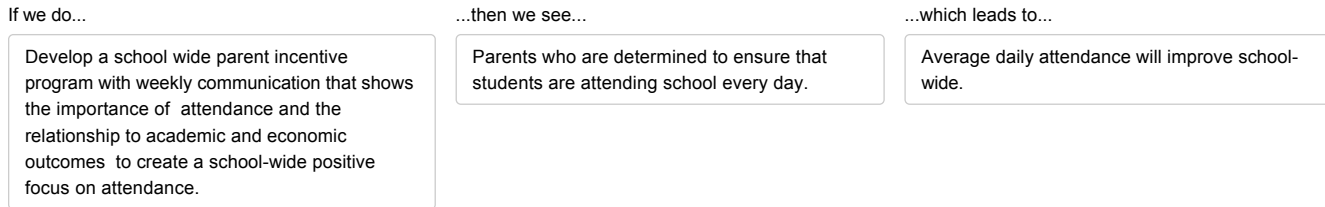
Area(s) of focus:
1

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Pilot a new reading curriculum and design rigorous PARCC focus skill assessments	ILT, teachers, consultant	Jan 1, 2016 to Sep 10, 2018	Rigorous and relevant units aligned to the CCSS and IB unit requirements.	On-Track

Literacy/Reading, Specialized Academic Programs - IB, Personalized Learning

Teachers will assign ongoing assessments to assess whether students are understanding complex content.	Teachers	Jan 1, 2016 to Sep 10, 2018	90% of our students will be College and Career Ready (70% or higher on NWEA)	On-Track

Literacy/Reading, Math, Assessment, College Access and Persistence, Academic expectations

Strategy 2

If we do...

Develop a school wide parent incentive program with weekly communication that shows the importance of attendance and the relationship to academic and economic outcomes to create a school-wide positive focus on attendance.

...then we see...

Parents who are determined to ensure that students are attending school every day.

...which leads to...

Average daily attendance will improve school-wide.

Tags:
Attendance, Family and Community Engagement

Area(s) of focus:
3

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Provide parents with research that shows the importance of student attendance and overall outcomes	Administration, ILT	Mar 1, 2016 to Mar 21, 2016	Weekly Parent newsletter	Not started

Attendance, Family and Community Engagement, Instruction

Acknowledge students who have perfect weekly attendance in the weekly communication and on the social media school outlets	Administration, Attendance clerk, ILT	Mar 21, 2016 to Jun 30, 2017	Weekly Parent newsletter	On-Track

Attendance, Family and Community Engagement, Instruction

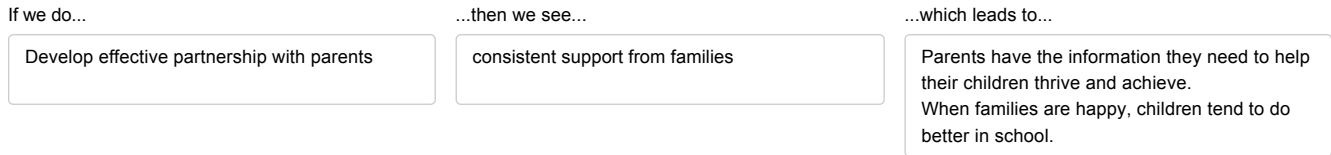|				
Announce class weekly class attendance rates over the PA system. Record weekly attendance rates out side of classroom doors to make visible to all.	Attendance clerk	Sep 7, 2015 to Jun 30, 2016	Traveling trophy and attendance rate displayed on classroom doors	On-Track

Attendance, Family and Community Engagement

| Monthly raffle of a $25 gift card to the grade band with highest attendance rate to give to parent | Administration | Mar 1, 2016 to Mar 1, 2016 | Parent will receive a gift card for ensuring that their child arrives to school on time everyday. | Not started |

Attendance, Family and Community Engagement

Strategy 3

If we do...	...then we see...	...which leads to...
Develop effective partnership with parents	consistent support from families	Parents have the information they need to help their children thrive and achieve. When families are happy, children tend to do better in school.

Tags:
Support, Parent partnerships, Lsc, Student success, Pac

Area(s) of focus:
3

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Communicating frequently with parents about curriculum, classroom expectations, and ways parents can become involved	Administration, teachers, staff, PAC, aLSC,	Jan 1, 2016 to Jan 1, 2017	Increase in parent Involvement. Clear expectations set.	On-Track

Parental involvement, Expectations, Parent partnerships

| Helping teachers see the importance of using frequent, clear, and positive communication strategies with parents | Administration | Jan 1, 2016 to Jan 1, 2017 | Frequent and positive communication between teachers and parents increase. | On-Track |

Communication, Support, Parent involvement

| Using information from parents, families, and community members to focus on appropriate strategies | Administration, ILT, PAC, aLSC | Jan 1, 2016 to Jan 1, 2017 | Appropriate strategies are developed. | On-Track |

Parental involvement, Support, Parent partnerships, Strategies

Action Plan

District priority and action step	Responsible	Start	End	Status
➕ Pilot a new reading curriculum and design rigorous PARCC focus skill assessments Tags: Literacy/Reading, Science, Core Instruction, Specialized Academic Programs - IB, Social studies, Literacy/Reading, Specialized Academic Programs - IB, Personalized Learning	ILT, teachers, consultant	Jan 1, 2016	Sep 10, 2018	On-Track
➕ Teachers will assign ongoing assessments to assess whether students are understanding complex content. Tags: Literacy/Reading, Science, Core Instruction, Specialized Academic Programs - IB, Social studies, Literacy/Reading, Math, Assessment, College Access and Persistence, Academic expectations	Teachers	Jan 1, 2016	Sep 10, 2018	On-Track

District priority and action step	Responsible	Start	End	Status
✚ Provide parents with research that shows the importance of student attendance and overall outcomes Tags: Attendance, Family and Community Engagement, Attendance, Family and Community Engagement, Instruction	Administration, ILT	Mar 1, 2016	Mar 21, 2016	Not started
✚ Acknowledge students who have perfect weekly attendance in the weekly communication and on the social media school outlets Tags: Attendance, Family and Community Engagement, Attendance, Family and Community Engagement, Instruction	Administration, Attendance clerk, ILT	Mar 21, 2016	Jun 30, 2017	On-Track
✚ Announce class weekly class attendance rates over the PA system. Record weekly attendance rates out side of classroom doors to make visible to all. Tags: Attendance, Family and Community Engagement, Attendance, Family and Community Engagement	Attendance clerk	Sep 7, 2015	Jun 30, 2016	On-Track
✚ Monthly raffle of a $25 gift card to the grade band with highest attendance rate to give to parent Tags: Attendance, Family and Community Engagement, Attendance, Family and Community Engagement	Administration	Mar 1, 2016	Mar 1, 2016	Not started
✚ Communicating frequently with parents about curriculum, classroom expectations, and ways parents can become involved Tags: Support, Parent partnerships, Lsc, Student success, Pac, Parental involvement, Expectations, Parent partnerships	Administration, teachers, staff, PAC, aLSC,	Jan 1, 2016	Jan 1, 2017	On-Track
✚ Helping teachers see the importance of using frequent, clear, and positive communication strategies with parents Tags: Support, Parent partnerships, Lsc, Student success, Pac, Communication, Support, Parent involvement	Administration	Jan 1, 2016	Jan 1, 2017	On-Track
✚ Using information from parents, families, and community members to focus on appropriate strategies Tags: Support, Parent partnerships, Lsc, Student success, Pac, Parental involvement, Support, Parent partnerships, Strategies	Administration, ILT, PAC, aLSC	Jan 1, 2016	Jan 1, 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 approced plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of thes tudents 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 suppland 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.

> Parent involvement through the Parent Advisory Board which will meet on a monthly basis. They will review the policy and discuss other ways to improve the parent involvement.

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

> To involve as many parents as possible, the meeting are held after school when most parents are picking up students. The meeting were also adjusted to correspond with the dismissal time of the after school program to provide an opportunity for parents to attend who work. The meetings were are also strategically adjusted to correspond with report card pick-up in the Fall. The annual meeting for parents was held September 22, 2016 at 3:00 pm. The Organizational meeting was held September 22, 2016 at 4:00 pm. Members voted on officers , discussed funds and developed a schedule for monthly meetings.

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.

> A Family handbook is provided to all families and contains information about 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. A weekly school parent newsletter is sent to parents each week. The newsletter will contain information about upcoming meetings. Information can also be found on the the School web site,

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.

> Parent advisory board meetings will be held on the second Thursday of the month. Parents will share ideas and offer suggestions of educational activities for their children. The school will share this information with the ILT and strategize ways to best implement the activities suggested. This information is then disseminated to the grade bands by the ILT members. Teacher teams will provide input. The information is then brought back to the ILT and efforts are made to implement.

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.

> Upon release of the information to the school, the information is sent home with students during Report Card Pick-Up Teachers will share students' stengths in reading, math , language arts and other subjects.

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.

> As part of the annual No Child Left Behind (NCLB) audit Principals are required to attest: Classroom teachers are assigned in IMPACT/SIM based on their current Illinois State Board of Education credentials Paraprofessionals attached to classroom teachers are assigned based upon their Illinois State Board of Education credentials (although not assigned in IMPACT/SIM). Parents are provided with the Right to Ask" letter. Parents who submit the letter are provided with a Right to Ask Response Form. Additionally, teacher certification is checked upon hire and on an annual basis by administration.

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.

This information is shared in the Family handbook. The weekly family bulletin (provided in both paper and electronic version) is provided to students and their families. The bulletin will explain to parents the importance of creating a partnership with teachers to monitor students grades. Administration also hosts a family data night to explain achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I. This information is also shared at the annual Title 1 meeting.

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

The weekly family newsletter will highlight and reemphasize the curriculum that is designed to meet the diverse learning style of all students. Teachers will also share the resources that they make available to students in their classrooms in their family newsletter and/or syllabus. Progress reports also serve as a way to communicate the resources that are available to students. The PAC meeting will feature individuals or organizations that will assist parents with literacy training and student support. We also provide parents with mailings that we receive from Title 1 Westside collaborative meetings. Families are also provided with information about Parent University.

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

Staff are provided with a weekly staff update which serves to educate and remind staff of the importance of establishing parent partnerships to ensure student success. Teachers are provided with information on the importance of these partnerships during weekly grade level meetings with administration. Staff are provided with research based information on the importance of engaging parents in the educational process so effect positive student learning outcomes.

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

The weekly family bulletin will include opportunities that parents can avail themselves to that will assist with encouraging and supporting parents more fully in their children's education.

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

The weekly family update is provided to families. This reach resource is created by administration and also includes information from the IB coordinator

Policy Implementation Activities

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

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

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

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

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

n/a

Parent Compact   Complete

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

The curriculum is designed to meet the diverse learning style of all students. Teachers are encouraged to ensure that students are exposed to Webb's Depth of knowledge which involves higher order thinking skills.

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.

School wide Parent- teacher conferences are held the first and third quarter. Parents re notified via the parent bulletin, Robo call, email, the school web site and Facebook. Families are also provided with the mailings that are produced by central office.

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

All parents are required to sign up for Parent Portal. This electronic web-based vehicle allows parents to use the GradeBook parent portal to view student grades on a consistent basis. Parents can set a threshold for grade notification via parent portal. Parents are provided with a six-week progress report

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

Teachers are available to meet with parents by pre-arranged meetings. Parents and staff will meet in a private space (office/classroom) All parents are provided with teachers email and preferred contact information.

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 volunteers are welcomed and encouraged. The information about obtaining security clearance is shared in the family handbook and parent newsletter. We have an open door policy, we welcome visits by parents. We ask that parents arrange the meeting time with teachers and upon arrival check in the office and obtain a name tag.

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

Parents are encouraged to work with students on homework assignments and to ensure that their child attends school at least 97% of the time. Teachers are also expected to make calls regarding student absences. Teachers will also reach out to the parents (via email, phone call, class dojo, and text) of students that do not complete homework and class assignments as required

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

Parents are invited to share their ideas and suggestions during the monthly Advisory board. Meetings. The principal is always open to parents concerns and suggestions for school improvement

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

Students recite the expectations for expected behavior in the school creed on a daily basis. Students also chart the data of their Beginning of the year, (BOY) Middle of the year (MOY) and End of the year data (EOY). Students will also participate in the monthly Fine Dining with the principal for good attendance. Students with positive attitude are recognized by the monthly IB learner profile student of the month. Students with good grades receive honor recognition each quarter and at the annual awards assembly.

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.

Our first and foremost goal is to develop a strong partnership with all of our parents to ensure that our students can be provided a 21st century global education. We will conduct monthly PAC meetings, continue to provide parent newsletter with instructional strategies, workshops on How to set-up the idea homework setting for your child, how to engage students in recreational reading, how to connect math with real world applications, parent training on understanding your child's assessment data, expand mindful practice workshop for parents for social emotional learning, training parents on the importance of rigor and inquiry in all disciplines, and how to provide academic and social emotional support for your middle school student and enhancing parents knowledge of the IB program.

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

Account(s)	Description	Allocation	
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$ 0	.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$ 255	.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 400	.00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$ 0	.00

54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$	1000	.00

54205	**Travel** Buses for Parents use. Overnight Conference travel- schoolsmust follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$	0	.00

54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$	120	.00

53510	**Postage** Must be used for parent involvement programs only.	$	0	.00

53306	**Software** Must be educational and for parent use only.	$	0	.00

55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$	0	.00