



Ariel Elementary Community Academy / Plan summary

## 2018-2020 plan summary

### Team

Name	Role	Email	Access
Lennette Coleman	Principal	lcoleman@cps.edu	Has access
Judith Shelton	Curriculum Director	jkshelton@cps.edu	Has access
Anthony Hightower	LSC chair parent	anthonyhightower71@gmail.com	No Access
Rodney Weems	Sped. teacher	rtweems@cps.edu	No Access
Phyllis Brady	Advocate	phyllisbrady@arielinvestments.com	No Access
Margaret Alhasoon	Asst. Principal	malhasoon@cps.edu	Has access
sarah Coppola	teachers	skhill1@cps.edu	No Access
monica Delgado	teacher	mdelgado1@cps.edu	No Access
felae Walker	counselor	fwalker7@cps.edu	No Access
rashad Mckinnie	PAC chair parent	thepimagesports@gmail.com	No Access

### Team meetings

Date	Participants	Topic
04/02/2018	coppola, delgado, weems, mckinnie, hightower, alhasoon, coleman	calendar; meeting schedule, goals and priorities discussion, planning

04/09/2018

coppola, delgado, weems, mckinnie, hightower, alhasoon, coleman

Goals, timeline, framework

04/16/2018

coppola, delgado, weems, mckinnie, hightower, alhasoon, coleman

Parent plan and goals

### School Excellence Framework

### Culture of & Structure for Continuous Improvement

4 of 4 complete

#### Leadership & Collective Responsibility:

Score

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

1 2 3 4

Ariel Community Academy, based on a student-family-school-community partnership that shares a unwavering commitment to educate and nurture students to their full potential - socially, emotionally, cognitively, physically, personally and creatively. This partnership is rooted in the understanding that a strong sense of personal responsibility and perseverance on the part of ALL teachers, ALL staff, ALL students, ALL families are vital to ensure the well being of our children. Our approach is holistic and engages in a close partnership of All stakeholders - administration, teachers, staff, students, and parents. Structures that support leadership and collective responsibility include:

(1) Each teacher must participate in an active leadership role at their respective grade level teams, content area teams, and school wide activity teams; (2) all teachers are required to present or lead a section of school wide PD that supports achievement in content, instructional strategies, accountability structures, subject area theory and research, assessment and data analysis, climate and culture or other identified needs.(3) Timely data from Our School Our Voice; school created student surveys; (4) Teachers through meetings with students and parents insure that our common focus on high standards of academic learning; personal student decision making and behavior; as well as an overall vision foras well as Parent student conference data are also used to identify areas that need to be strengthened to insure our vision of collective responsibility is characterized by equity insuring all voices are heard; differences of experiences and opinions are considered and problems proactively solved.

#### 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.
  - Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
  - Build shared leadership structures and opportunities for job-embedded leadership training and development.
  - Capitalize on the leadership skills of others.
  - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
  - Master skills associated with large-scale strategic planning processes and implementation of such plans.
  - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
  - Model ambitious goals for teaching and learning for all students, including priority groups.
  - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
  - Buffer staff from external distractions to the school's priorities and goals.
  - Limit school improvement goals to a few high leverage activities.
  - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

#### Evidence, Measures, and Standards

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

### Instructional Leadership Team:

Score

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

1 2 **3** 4

The Instructional Leadership Team meets, at minimum, the first Monday of each month after school. The team is composed of teachers who represent each Grade Level Team, the Case Manager, AP, and Curriculum Director and Dean of Students. The ILT reviews school wide data in order to effectively implement curriculum and instructional systems designed to meet identified learning gaps. The team shares members with the MTSS team in order to coordinate, share, and identify a focus for professional development; articulate and share effective strategies that can meet the identified needs of learners (both teachers and students); as well as collaborate on solutions to overall areas of school improvement.

### Guide for Instructional Leadership Team

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

### Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ ILT Effectiveness Rubric Score</li> <li>✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes)</li> <li>✓ Evidence that work of ILT has contributed to positive outcomes for students and staff</li> <li>✓ Teacher team agendas/minutes reflective of ILT focus</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials: Instructional Leadership</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
MTSS Framework	<a href="#">Shared Leadership, Evaluation of MTSS</a>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">4a. Reflecting on Teaching &amp; Learning</a></li> <li><a href="#">4d. Growing and Developing Professionally</a></li> <li><a href="#">4e. Demonstrating Professionalism</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>A1. Assesses the Current State of School Performance and Develops a CIWP</li> <li>A2. Implements Data Driven Decision Making and Data Driven Instruction</li> </ul>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Instructional Leadership Team Planning Tools</a></li> <li>✓ <a href="#">PLC and Mentoring Coaching Resources</a></li> </ul>

### Professional Learning:

Score

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

1 2 **3** 4

Grade level teams (Primary K-1; Intermediate One 2-3; Intermediate Two 4-5; and Middle School 6-8 meet weekly. Teachers collaborate on instructional units, differentiating instruction, share innovative strategies, review students work, and analyze data in relation to the identified needs of students. Teachers also collaborate on and assess the effectiveness of curriculum in relation to CCSS. Grade Level Team Meetings enable departmentalized grades to bridge content and skills across the curriculum and capitalize on the depth and breadth that integration brings. Diverse Learner teachers and the Case Manager also join teachers in creating timely and effective MTSS interventions to meet the needs of identified students. Teacher team minutes are shared and discussed in staff meetings and PD to provide transparency and accountability. Grade level teachers share common planning time and, teachers are provided with coverage to share and observe effective and innovative instructional practice.

Grade Level Teams share in the mentoring of new teachers. New teachers participate in extended professional development offered in the district in relation to content area needs. Teachers receive feedback (1) from grade level peer coaching and cross classroom visits; (2) from pre and post conference observation; (3) Professional development provided by highly qualified teachers in their areas of expertise and (4) from the Curriculum Director, Principal and AP as needed. Teachers conduct reflective discussions at the culmination of all PD.

Our strong partnerships for professional development for teachers include (1) being selected as a Facing History and Ourselves School; (2) The University of Chicago Neighborhood Schools Program; (3) Sharing on-line professional development webinars; (4) Professional development opportunities that are pertinent as identified by teachers, administrators relative to in their areas of expertise; themselves.

### Guide for Professional Learning

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda?</li> <li>✓ PD agendas, PD feedback surveys</li> <li>✓ Teacher practice improving on the Framework for Teaching (e.g. Basic&gt;Proficient, Proficient&gt;Distinguished)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ Five Essentials: Collaborative Teachers</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">4a. Reflecting on Teaching &amp; Learning</a></li> <li><a href="#">4d. Growing and Developing Professionally</a></li> <li><a href="#">4e. Demonstrating Professionalism</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B2. Observes and Evaluates Staff and Gives Feedback to Staff</li> <li>B6. Professional Development Provided for Staff</li> </ul>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Teaching the Teachers</a></li> <li>✓ <a href="#">Making Better Use of Research</a></li> <li>✓ <a href="#">Upcoming Professional Learning Opportunities</a></li> <li>✓ <a href="#">Framework for Teaching PD Modules</a></li> </ul>

### Aligned Resources:

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

Score

1 2 3 4

The alignment of resources is intricately focused on improving and supporting a multi-leveled in and out of school program that will support holistic student growth academically, creatively, social emotionally and in terms of healthy and positive decision making. We believe and our program supports a curriculum that extends outside of the school walls and beyond the school day. Students are provided additional learning support both during and after the school day. Students develop a positive self efficacy by opportunities to develop talents and their full capacities in enrichment activities.

Design for the school day : The principal meets with teachers representative of all grade levels including specials and Diverse Learners every year to design a school day schedule that maximizes instructional times and learning needs of our students. The outcome is a deliberate and conscious allocation of staff, time and resources to carefully identified student learning needs. Budget aligns to CIWP priorities and school mission : All programs and products employed at Ariel reflect curricula representative of CCSS standards and current research and represent programs and research created from, not revised to support, Common Core State Standards. Teacher review curriculum needs and effectiveness with the Curriculum Director and the Principal aligns the budget resources to address those needs.

Community and Extended Day Resources. Partners such as the Neighborhood Schools Program provide extra classroom and individual student learning support. The majority of our households are single parent working families who depend on the safe and supportive extended day care provided by The Ariel Education Initiative. In addition, grants from the Out of School Time (OST) initiative permit students to receive acceleration and remediation support in core content areas; enrichment activities in sports, arts, chess and STEM programs. Our partnership grant with Project Exploration permits a Sisters in Science program and our partnership grant with Small Bites permits healthy lifestyle cooking classes for students as well as a Family Cooking Program. For our middle school students high school and workplace skills are learned through incorporating the FoolProof decision making program; the Ariel Investment Program and SPARK. In the latter, over 40 seventh grade students participate in a yearlong internship/workplace study program which culminates in the creation of their own business project.

Resources also reflect the view that it is imperative that students from low income communities must develop a global view of the world and be steeped in activities that promote that development. Field trip and cultural activities within our community as well as field excursions for middle school students that travel to Washington D.C. as well as Canada are part of the development of that process.

### 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
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4a. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	<a href="#">Aligning Resources with Priorities: Focusing on What Matters Most</a>
✓	<a href="#">Instructional Supports</a>
✓	<a href="#">Strategic Source Vendor List</a>
✓	<a href="#">CPS Instructional Time Guidelines: Elementary School Overview</a>
✓	<a href="#">CPS Instructional Time Guidelines: High School Overview</a>
✓	<a href="#">CPS Instructional Block Guidance: K-2 Literacy</a>
✓	<a href="#">CPS Instructional Block Toolkits: Math</a>

Expectations for depth & breadth of Student Learning

4 of 4 complete

### Curriculum:

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

Score

1 2 3 4

The goal of curriculum at Ariel Community Academy is to engage all learners in learning reflective of the highest standards of learning and rigor. A focus has been to increase the resilience and learning efficacy of all students. Students are given many pathways to learn content and achieve. A growth mindset focuses on consistent effort applied in a variety of contexts that ultimately results in success. Teachers develop Curriculum maps for their content area and grade level to insure high quality curriculum standards and instruction are met; pacing in on target' and strategies employ a wide variety of approaches to learning across Multiple Intelligences. A thematic and integrate curriculum culminates in demonstrations of understanding - student performances and projects. Strong vertical alignment is achieved through vertical content area teams in the following areas: Language Arts and Literacy/ Mathematics/Financial Literacy/ Social Emotional Learning/ Computer Literacy. Vertical integration also occurs whole school presentations and performances in African American students and in Creative Arts performances.

The Language Arts and Reading curriculum is literature based and addresses all CCSS. A vertical emphasis on writing for a variety of audiences and purposes has continues to strengthen progress in student writing and presentation skills. Mathematics is aligned vertically to support all grade eight students to take Algebra 1. NGSS standards are address through a clearly developed curriculum that builds content area skills and knowledge through discovery in grades K through eight. Financial Literacy offered from K through eight integrates economics, mathematics, social studies, leadership skills and writing with the aim of students overseeing the development of their own stock portfolios. Technology is offered from grades K through eight and builds upon the computer coding skills taught in kindergarten and first grades. Vertical alignment also occurs in healthy living choices through the Small Bites program in which students learn the effects of healthy eating and in our Physical Education and Sexual Health classes. Curriculum offers a strong approach toward Social Emotional Learning as an 'Established Support School' as well as through a strong musical, performing and visual arts program.

Every teacher creates a comprehensive unit plan is shared in teacher teams and addresses differentiation and assessments that are both formative and summative providing teacher feedback regarding the effective of teaching and learning in the classroom.

## Guide for Curriculum

- - **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 standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- **Integrate academic and social emotional learning.**
- **Connection to real world, authentic application of learning. For example,**
  - Provide opportunities for meaningful project-based learning.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
- - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
  - Curriculum is tailored to the strengths, needs, and interests of each student.

## Evidence, Measures, and Standards

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

**NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING**

- ✓ [CPS Content Frameworks: Math, Science, Social Science, and Literacy](#)
- ✓ [CPS Literacy Scope and Sequence](#)
- ✓ [CPS Math Scope and Sequence Guidance](#)
- ✓ [Digital Citizenship Curriculum](#)
- ✓ [K-12 Financial Literacy Guide](#)
- ✓ [Personal Finance 3.0 Course](#)
- ✓ [Physical Education Scope & Sequence](#)
- ✓ [Health Education Scope & Sequence](#)
- ✓ [Interdisciplinary African & African American Studies Curriculum](#)
- ✓ [Interdisciplinary Latino and Latin American Studies Curriculum](#)

**Instructional Materials:**

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

Score

1 2 3 4

Materials used at the academy are all aligned to the Common Core and are designed to increase access to learning for ALL students. The school has adopted virtual STEM learning which critically narrows the achievement gap in Math and Science and addresses the individual learning needs of students. Extended math intervention based on RIT , Benchmark , and classroom data is facilitated through technology as well as bespoke learning opportunities for small groups of students. In CORE areas students receive acceleration or remediation as needed. Technology also assists reading and writing differentiation through ThinkCERCA and a small Read 180 program for middle school students who are behind more than a grade level.

**Guide for Instructional Materials**

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

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Cross-section of materials from a variety of content areas and grade levels</li> <li>✓ Evidence of scaffolding and differentiation for all students to access the content/skills</li> <li>✓ Description of materials in curriculum and/or lesson plans</li> <li>✓ Presence of varied texts, supplementary media (e.g. videos)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SGRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Supportive Environment</li> </ul>
MTSS Framework	<ul style="list-style-type: none"> <li><a href="#">Curriculum &amp; Instruction</a></li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1a. Demonstrating Knowledge of Content and Pedagogy</a></li> <li><a href="#">1b. Demonstrating Knowledge of Students</a></li> <li><a href="#">1c. Selecting Learning Objectives</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> </ul>
CPS Performance Standards for School	<ul style="list-style-type: none"> <li>A3. Allocates Resources to Support Student Learning, Prioritizing Time</li> </ul>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Universal Design for Learning Guidelines 2.0</a></li> <li>✓ <a href="#">UDL PD Modules</a></li> <li>✓ <a href="#">CPS Integrated Library System (S.O.A.R.)</a></li> </ul>

### Rigorous Student Tasks:

Score

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

1 2 3 4

Examinations of Student Work. Weekly grade level team meetings and quarterly content area team meetings engage teachers in a protocol for the review of student work. Each content area has a focus. For example, in science, teachers created a journal rubric in which both teachers and students can evaluate the accurate employment of the scientific method, the use of vocabulary, the degree and accuracy of reasoning, and the organizing and collecting of data. In language arts, teachers bring samples of student writing in which the team assesses evidence for ideas, organization, voice, vocabulary, and conventions. Similarly student math journals reflect evidence for work reflecting achievement of the Common Core.

Student Performances of Understanding. Several times during the year students are asked to give performances of understanding that are project based and presented school wide. This varies from curricular unit studies of Chicago in grade 3 to business plans in grade seven and eight. Performances also facilitate critical thinking and problem solving skills as utilized in students analyzing historical events from the viewpoints of a variety of participants - perpetrator, bystander, upstander or slave, owner and merchant etc.

### 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). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
  - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
  - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
  - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
  - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
  - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
  - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Cross-section of student work from a variety of content areas</li> <li>✓ Observation of student learning (e.g. learning walks/walkthroughs)</li> <li>✓ Focus group(s) and discussions with students</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SGRP Attainment and Growth</li> </ul>
Five Essentials	Ambitious Instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>1d. Designing Coherent Instruction</li> <li>2b. Establishing a Culture for Learning</li> <li>3b. Using Questioning and Discussion Techniques</li> <li>3c. Engaging Students in Learning</li> </ul>
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Teaching For Robust Understanding in Mathematics (TRU Math)</a></li> <li>✓ <a href="#">Math Practices: What to Look For Observation Tool</a></li> <li>✓ <a href="#">Checking In: Do Classroom Antecedents Reflect Today's Higher Standards?</a></li> <li>✓ <a href="#">Student Work Protocol (EQIP)</a></li> <li>✓ <a href="#">Slice Protocol – Looking at Student Work</a></li> </ul>

### Transitions, College & Career Access & Persistence:

Score

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

1 2 3 4

A financial literacy program Point of View, written by Ariel teachers, exposes students early on to the roles and careers of individuals in our society. Early on students study the difference between service providers, consumers and producers as well as systems of scarcity, supply and demand. This culminates in later years as students study their own interests and career paths reflective of those interests. Culminating in the creation of their own business, business plan and product students understand their ability to impact their own life goals in ways that are strategic and manageable.

### 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, CTE recruitment fairs, 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 CTE Pathways around career options
  - 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 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> 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.
  - Provide opportunities for Dual Credit/Dual Enrollment
- **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.
- Equipping students and families with persistence strategies. (College Persistence Toolkit)
- Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Data on college visits and college fair information</li> <li>✓ Naviance Monthly Data</li> <li>✓ Scholarships earned</li> <li>✓ Artifacts, plans, or timelines related to successful transitions structures</li> <li>✓ To &amp; Through data</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ College Enrollment, Persistence, Drop Out, and Attendance Rates</li> <li>✓ Early College and Career Credentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Supportive Environment</li> </ul>
MTSS Framework	<a href="#">Curriculum &amp; Instruction, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<a href="#">2b, Establishing a Culture for Learning</a>
CPS Performance Standards for	<a href="#">C1, Creates a Culture that Supports Social Emotional Learning and Effective Effort</a>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> <li>✓ Everything College</li> <li>✓ CPS Advisory Framework</li> <li>✓ Presenting college plans from meeting entry</li> <li>✓ To &amp; Through Project</li> <li>✓ Redefining College &amp; Career Readiness</li> <li>✓ College Scorecard</li> </ul>	<ul style="list-style-type: none"> <li>✓ CPS College Persistence Toolkit</li> <li>✓ Meaningful Linkages Between Summer Programs, Schools, and Community</li> <li>✓ From HS to the Future (CCSR, 2006)</li> </ul>
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

### Instruction:

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

### Score

1 2 **3** 4

The purpose of curriculum and instructional development at Ariel Community Academy has been straightforward from its inception: To develop curriculum and instruction for ALL children reflective of the highest standards for education in all areas. With that goal in mind, we also believe that for education to be effective it must be personal, addressing the unique learning needs and strengths of EVERY child. In adherence to the Common Core State Standards and the instruction at Ariel Community Academy is driven by imperatives for education that is evident, measureable, and demonstrated in all classrooms and all content areas. Ariel students are strong participants in, and contributors to, a global society strongly proficient as (1) Writers: Students will be cross-categorical writers able to use the language of all disciplines for a variety of purposes and audiences; (2) Presenters: Students will be able to present their ideas and the ideas of others to a variety of audiences; (3) Decision Makers and Problem Solvers: Students will be able to think critically and analytically to solve problems and create innovative solutions. A thematic and integrated curriculum weaves content and skills across disciplines articulated through overlapping units and detailed plans. School leadership and teachers create PBL projects in which all content areas are represented and students participate in rich collaborative learning.

Early on the emphasis for learning was grounded in creating multiple access points to learning that approach content and skills through multiple modalities / intelligences. In classrooms students may act out battles of the Revolutionary War through a tug of war simulation; units will begin with a discussion of a painting from the period of early exploration and student Teachers are required to plan whole group, small group and student led discussions in all classroom learning blocks. Flexible student groups are selected by the teacher to target particular goals for each lesson. Teachers also provide individual instruction designed to support Tier 2 and Tier 3 identified learning needs.

## 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.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions)</li> <li>✓ Informational observations, peer observations, learning walks</li> <li>✓ Lesson studies</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SGRF Attainment and Growth</li> <li>✓ REACH observation trends (de-identified)</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Supportive Environment</li> </ul>
MTSS Framework	<ul style="list-style-type: none"> <li>Curriculum &amp; Instruction</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">3a. Communicating with Students</a></li> <li><a href="#">3b. Using Questioning and Discussion Techniques</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">3d. Using Assessment in Instruction</a></li> <li><a href="#">3e. Demonstrating Flexibility and Responsiveness</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>B2. Observes and Evaluates Staff and Gives Feedback to Staff</li> </ul>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">CPS Framework for Teaching with Critical Attributes</a></li> <li>✓ <a href="#">CPS Framework for Teaching Professional Learning Modules</a></li> <li>✓ <a href="#">CPS Framework for Teaching Professional Learning Opportunities</a></li> <li>✓ <a href="#">Special Education Addendum</a></li> <li>✓ <a href="#">English Language Learner Addendum</a></li> </ul>

### 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

For language arts and reading, teachers use summative NWEA data and CPS ELA quarterly Benchmarks to plan reading and writing instruction. NWEA survey without goals data, ThinkCerca data, and teacher curricular assessment data is also used throughout the school year to assess progress of students receiving individualized and small group interventions for remediation or acceleration. A multi-tiered assessment approach includes work sampling and the use of benchmark rubrics that are evaluated and scored by grade level teams to inform and revise instruction. All reading and writing tasks focus on increasing student competency in analyzing texts, increasing writing fluency, vocabulary, and the ability to provide convincing and accurate arguments in relation to challenging, CCSS texts.

In mathematics NWEA summative data, CPS CCSS Math Benchmarks, Think Through Math data, and classroom assessments and work are used to assess the effectiveness of curriculum and instruction in meeting the individual learning needs of ALL students. Small, multi-age, extended math intervention and enrichment are offered during and in the extended school day. The math team will assess all activities with a focus on developing mathematical fluency in multi-step math problems, identification of strategies that can be used in problem solving, drawing accurate conclusions, explaining reasoning and ultimately analyzing the accuracy of mathematical problem solving. Math Talks also provide strong assessment data as to the efficacy of instruction in supporting greater student stamina in mathematical problem solving.

In science, cross grade level science team oversees the alignment of curriculum with NGSS standards and use both classroom based assessments and journals with accompanying rubrics to insure evidence that the 8 Science and Engineering Practices are being met. An emphasis on accuracy of data collection, interpretation and analysis of data, applying mathematical concepts to understanding scientific phenomena, and overall critical thinking as evidence in writing for understanding are the focus of assessment.

In all content areas many forms of assessment are used to identify and deconstruct the effectiveness of instructional approaches to the acquisition of grade appropriate CCSS content and skills in meeting the diverse and unique learning needs of students. Performance based assessments, anecdotal evidence, classroom work, computerized assessments and assessments reflecting the highest national and content area standards are viewed by teacher teams quarterly. High academic achievement must reflect both social emotional as well as academic growth. Therefore, teacher use anecdotal data as well as relationship building as a necessary bridge to personally understanding the needs of students as well as bridging the gap to overall achievement. The MTSS Team oversees RTI progress; the Case Manager attends grade level team meetings to insure that teacher team supporting strategies align with suggested student needs as evidenced in our data..

## 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 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.
  - Use common protocols and calibrate on scoring and grading in teacher teams.
  - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
  - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
  - Measure, report, and document student progress and proficiency:
    - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
    - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
  - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
  - Ensure grades are not used as a form of punishment, control, or compliance.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
Measures	✓ SGRP Attainment and Growth
	Five Essentials: Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1.c. Selecting Learning Objectives
	1.e. Designing Student Assessment
	3.d. Using Assessment in Instruction
	4.a. Reflecting on Teaching & Learning
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
	4b. Maintaining Accurate Records
Now What? Materials to Support Improvement Planning	
✓	<a href="#">CPS Balanced Assessment Framework &amp; Assessment Models</a>
✓	<a href="#">Assessment Design Toolkit</a>
✓	<a href="#">Teacher Made Assessment Basics</a>
✓	<a href="#">Grading principals and guidelines</a>
✓	<a href="#">Great Schools Partnership --Grading + Reporting</a>

### Multi-Tiered System of Supports:

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

Universal instruction in the core curriculum is offered to all students with complimentary support to learners who need additional instruction in reading, math and writing. There is on-going analysis of student achievement throughout the year by our MTSS, ILT and SEL teacher teams. Students receive universal instruction in the core curriculum and targeted interventions (SEL and Academic) as needed. The Partnership for the Advancement of Leadership Skills (PALS) created by students, serves as an intervention in which students find voice, understanding and access to peer support to solve social emotional issues that arise from time to time.

Tier 2 supports include adult and organizational mentoring and tutoring students based on academic or SEL needs. Student data is pulled weekly regarding instruction, completion of classwork and homework, as well as student achievement on tests and projects. The Curriculum Director and teachers work together to coordinate intervention periods both within and in addition to the school day in order to keep students on track. Grade level teams arrange for additional parent-student-teacher intervention meetings in which goals are identified, strategies introduced and clear expectations communicated. Extended Day study sessions in for departmentalized grades are offered in order for students to receive help and assistance in schoolwork completion.

Tier 3 supports are identified and employed as the outcome of MTSS Teacher Team meetings held twice monthly. Teachers and support personnel evaluate and design intense and deep RTI efforts to meet students social emotional and academic needs. Throughout this process parents and students are partners in the effort to achieve identified goals.

### Guide for Multi-Tiered System of Supports

- **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) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.

- Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.

## Evidence, Measures, and Standards

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

## Expectations for Quality & Character of School Life

6 of 6 complete

### Culture for Learning:

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

### Score

1 2 3 4

Teachers at all grade level teams will provide parents and students an overview of their high expectations for learning for all students. Every classroom will provide students and parents with an overview of quarterly learning goals, projects, assignments as well as support systems that are offered so that all student work is completed in a timely fashion and so all students know they have support networks that will assist in that process. A focus that supports high student learning efficacy must be steeped in the expectations that ALL students can be successful; that success is the result of a strong work ethic; and that there is no singular pathway to learning. A recognizable emphasis of every teacher's enthusiasm for their subject; the non-negotiable rigor of learning in their classroom; and the recognition of quality in student work and work ethic will be captured and communicated throughout the school on bulletin boards, classrooms, notices sent home and by student organizations themselves.

Curriculum Maps: Every teacher will create a curriculum map to include: CCSS or NGSS content and skills to be taught; Assessments that are project based as well as formative and summative; themes; dates and times for student support services; thematic overarching essential questions.

Sharing and Assessing Progress of Learning Goals and Objectives: Every Teacher will provide students and parents with specific goal centered objectives that provide indicators that inform students of their progress toward meeting objectives. Every classroom will plan for opportunities in which students may assess one another in regard to their work; teach one another; and have many opportunities to revise their work to meet and exceed work expectations. Students will have opportunities to assess their learning progress each week. Teachers will arrange individual student conferences twice monthly to set personal goals for learning, plan necessary support activities and make sure students have realistic and achievable short term goals that are measurable and observable.

## Guide for Culture for Learning

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

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Sample of individual student learning goals from a cross-section of teachers</li> <li>✓ Also review student work: evidence from Rigorous Student Tasks</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Ambitious Instruction</li> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
<u>MTSS Framework Curriculum &amp; Instruction</u>	
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
<ul style="list-style-type: none"> <li>✓ <a href="#">Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance</a></li> <li>✓ <a href="#">Framework for Teaching Companion Guide p. 50</a></li> <li>✓ <a href="#">Social Emotional Learning Supports (cps.edu/SEL)</a></li> <li>✓ <a href="#">ASCA Mindsets &amp; Behaviors</a></li> </ul>	

### 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

High levels of relational trust arise from intense efforts to build a sense of community within every classroom; between classrooms; between students; between teachers and students; between teachers and families; as well as between members of our extended community partners. Teachers in lower grades hold morning meetings implementing Caring Communities in grades K-5 and community building activities from Developmental Designs in grades 6-8. Overarching relational trust is formed on the principles of Powerful Beyond Measure in which there is a core value for (1) "Honesty" - is reflective of your trustworthiness, admit your mistakes and fix them; (2) "Words" are a reflection of your character, choose them carefully; (3) "Kindness and Generosity" make the world a better place, be generous with both and (4) "Work" is a reflection of you learning and growth make it your very best. The entire staff operates in an atmosphere of honest and transparent conversations that center on creating a growth mindset in all students and adults. These principles are also a focus of classroom decision making and conversations that collectively foster trust, compassion, and tolerance.

Our school has been based on teaching and fostering an appreciation for diversity and the elimination of racial, ethnic, economic and gender based barriers. It has been our experience that the greatest progress toward building trust between students and between students and staff is most effective when students themselves are the primary participants and initiators of the problem solving process. Students created the PALS organization in which cross grade level students discuss, share and solve the 'cases' brought to them.

In the upcoming

## Guide for Relational Trust

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Five Essentials/My Voice, My School Survey</li> <li>✓ School Climate Standards Self-Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
MTSS Framework	<a href="#">Shared Leadership, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>1b. <a href="#">Demonstrating Knowledge of Students</a></li> <li>2a. <a href="#">Creating an Environment of Respect and Rapport</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>D2. Creates, develops and sustains relationships that result in active student engagement in the learning process</li> <li>E1. Creates a Culturally Responsiveness Climate</li> </ul>
Now WHAT? Materials to Support Improvement Planning	
✓	<a href="#">Social Emotional Learning Supports (cps.edu/sel)</a>
✓	<a href="#">Trust in Schools: A Core Resource for School Reform (ASCD)</a>
✓	<a href="#">Creating a School Community (ASCD)</a>

### 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

Students are engaged and invested in our school and have contributed to our learning community in a variety of ways. For example, fourth grade students created the PALS program representing "a partnership for the advancement of leadership skills". Students peer mediate conflicts and identify problem areas that occur in the common areas. They also help peers modify behavior and support one another. At all team levels students create community service projects serving at the food pantry, organizing food drives, volunteering at the Ronald McDonald House, writing to veterans, fundraising for the Special Olympics and daily supporting Community Service Teams in which students help in the classroom and participate in building beautification projects. A key focus of the financial literacy curriculum is philanthropy. Every graduation class focuses on making a contribution to a school need.

Our school is deeply invested in providing students with a wide range of extracurricular activities to compliment the rigor and overall purpose of our school curriculum. Real time, real world experience include student internships in companies downtown, students in grades 4-8 having access to corporate CEO's and analysts as part of our investment program, students yearly excursions to Springfield, Indianapolis, Washington D.C. and Canada, field trips to museums and cultural performances, and the opportunities to learn art, dance, music, cooking, gardening, sewing and a wide range of extracurricular hobbies. An extensive sports program offers competitive sports to boys and girls in grades 4- 8 in football, basketball, volleyball, cheerleading and, for students in grades 2-8 tennis as well as 4-8 grade squash.

## Guide for Student Voice, Engagement, & Civic Life

### Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize

civic power as an individual and as a member of a community.

- **Become informed voters and participants in the electoral process**
  - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
  - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
  - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
- **Engage in discussions about current and controversial issues.**
  - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
  - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
  - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
- **Explore their identities and beliefs**
  - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
  - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
  - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
- **Exercise student voice**
  - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
  - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
  - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
  - Authentically **interact with civics leaders**
  - Students learn about community, city, state, and national civic leaders and their roles in civil society.
  - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.
- **Engage with their community**
  - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause
- **Take informed action** where they work together to propose and advocate for solutions.
  - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
  - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
- Experience a **Schoolwide civics cultur**
  - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
  - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
  - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
  - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> <li>▪ IGVNS Student Survey completion rates and results</li> <li>▪ Artifacts from student-run organizations and events (including SVCA)</li> <li>▪ Meeting minutes/agendas that include student participation</li> <li>▪ Policies regarding student engagement in decision making</li> <li>▪ Service learning reports and/or reflections of SL projects</li> <li>▪ Unit and curriculum maps, rubrics, assessment artifacts</li> <li>▪ Evidence of student work</li> <li>▪ Democracy School recognition</li> </ul>
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/MSL 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

All teacher and staff are trained to follow explicit protocols that properly handle any incident that may threaten a students physical or emotional safety. A system is in place to maintain the order and safety in the building that consists of regular safety walks by security and an Academic Behavior Team (consisting of our Dean of Students, Counselor, Athletic Director, Security and coaching staff) that helps to supervise classroom management processes that are restorative, not punitive; provide intervention to cover any and all student concerns and issues.

### 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.
- 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.
- Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)
  - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- Clarify criteria for office referrals versus classroom managed behavior.

### Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ MVMS score – "Safety"</li> <li>✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?</li> <li>✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.</li> <li>✓ School Climate Standards Rubric/Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Supportive Environment score</li> <li>✓ My Voice, My School Survey "Safety" score</li> </ul>
Five Essentials	Supportive Environment
MTSS Framework	<a href="#">Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">2c. Managing Classroom Procedures</a> <a href="#">2d. Managing Student Behavior</a>
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Social Emotional Learning Supports (cps.edu/sel)</a></li> </ul>

### Restorative Approaches to Discipline:

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

Score

1 2 **3** 4

Research states that when students are given a chance to reflect on any behavior or disciplinary issues, they are more apt to find ways to make amends and adjust their behaviors. Therefore, students are given a chance to address behaviors before being removed from class. Students are given reflective forms that articulate the problem and the response and what would have been an appropriate response that would have changed the tone and tenor of the incident itself.

Each year we will prepare and train teachers in the strategies of Developmental Designs in grades 6-8. In lower grades morning meetings and classroom strategies will employ Caring Communities. All classrooms will provide opportunities for students to regulate emotional response mechanisms through such things as yoga techniques that reduce stress and mitigate a calm atmosphere.

We also recognize that responding to misbehavior in a calm, respectful way necessitates a school creating responsive systems that serve to (1) understand the root cause of behaviors; (2) foster closer connections to students who have repeated misbehavior and (3) have in place a structure that provides a chance for students to understand themselves, identify triggers to unacceptable behavior, and feel a strong sense of advocacy on the part of adults in the building. Particularly in the departmentalized grades, this advocacy may be difficult within the hour of classroom instruction. Often students who misbehave may lack confidence in relation to peers or academics in the classroom. While every teacher will hold to and teach the values of Powerful Beyond Measure: Words, Work, Kindness and Generosity, and Honesty, those students who may demonstrate a lack for learning leadership need more support, not punishment. Currently a Community Service Team that provides service to the classroom teachers and school serves this purpose to bond, talk and make amends for negative behavior. We have seen a positive outcome for Community Service and one which, because parents are kept in the loop, parents, teachers and students appreciate.

Learning Centers. The school teachers and staff will give considerable attention to the development of spaces to serve as Learning Centers where students who demonstrate non-compliant behavior in the classroom may receive extra counseling, be able to identify core issues leading up to the behavior, all while additionally receiving support for academics. Learning Centers will be multi-age, restorative and design to equip students to successfully overcome negative behavior.

## 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.
  - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
  - Well-managed routines and transitions maximize instructional time.
  - 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 discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
  - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
  - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
  - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors. Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
  - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
  - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
  - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
  - Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	<a href="#">Curriculum &amp; Instruction, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">2d. Managing Student Behavior</a> <a href="#">4c. Communicating with Families</a>
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	<a href="#">CPS Restorative Practice Guide &amp; Toolkit</a>
✓	<a href="#">Guideline for Effective Discipline</a>

### Parent and Family Partnership:

Score

1 2 3 4

All schools have authentic partnerships with parents or family members that lead to a sense of shared responsibility for the academic, physical, and social emotional development of their students. Through meaningful consultation with parents, these partnerships include creating an intentional process to foster and sustain school-wide procedures, programs, and activities which involve and empower parents or family members and are responsive to student and family's needs. Schools provide a variety of parent volunteer opportunities (both in and out of school) and leadership opportunities (ie - PACs, BACs and PLNs), which support school operations, instructional programs and community partnerships. Research shows that when families, schools and communities partner in promoting learning and healthy development for all students schools thrive and student outcomes increase. The development and implementation of effective outreach and communication strategies will be inclusive of all families and school staff, creating a two-way feedback loop process which will lead to an increase in the home-school connection to identify, problem-solve and design actions which target instructional and student programs.

Families are involved at a variety of levels in our school. A Parent Orientation Night is offered each year at different times for families of each teacher team. In addition we offer specialized programs throughout the year that highlight student performances and presentations in the arts, science, social studies and financial literacy. A Family Financial Literacy Week is held each year as well as sports events, literacy nights, and high school expos. Families volunteer in the classroom and on field trips, however, the majority of our households are single parent, female headed families. Therefore, a strong effort is made to have 100% parent sign up on the Parent Portal; the maintenance of a large event calendar for parents outside the office and weekly communications through classroom newspapers or the Portal. Families also attend the business field day hosted by companies that mentor our middle school students. Parents also serve on our Local School Council and are provided with a wide array of community services to help them meet their household needs such as dental and vision screening; opportunities for their children in the community through programs such as tennis and MetroSquash, and tutoring through Strive and Maroon Tutors as well as our OST program. Family enrichment activities in cooking with a chef as well as learning about financial topics and concerns are also offered. In short, our school-family partnership is a strong underpinning to our school learning community and maximum effort is devoted to maintaining strong ties and communications.

### Guide for Parent and Family Partnership

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
	<ul style="list-style-type: none"> <li>✓ Examples of communication methods and content</li> <li>✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.</li> <li>✓ Outreach efforts</li> </ul>
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Documentation of responsiveness to Parent Support Center concerns raised</li> <li>✓ Event agendas, flyers</li> <li>✓ Fundraising activities and amounts (if applicable)</li> <li>✓ How does the school honor and reflect the diversity of families including language and culture?</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials Score – Involved Families</li> <li>✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust</li> </ul>
Five Essentials	Involved Families
MTSS Framework	Family & Community Engagement
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Parent Support Centers</a></li> <li>✓ <a href="#">Parent University</a></li> <li>✓ <a href="#">Parent Portal</a></li> </ul>

School Excellence Framework Priorities

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

Goals

Required metrics (Elementary)

18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
<b>National School Growth Percentile - Reading</b>					
An emphasis on developing strong readers and writers in K-2 by thematic and integrated units in which reading, writing and vocabulary development is closely monitored will raise the metric of reading achievement in progressive grades. In grades 3-8 core texts are advanced, above grade level yet strategies of close reading, vocabulary development and individual small group support will permit students to gain achievement and fluency. A vertically aligned Literacy Team will meet weekly to review student work and expectations at each grade level and individual student vocabulary assessments, supporting materials will be employed to extend learning and reinforce critical learning skills and concepts.	56.00	88.00	50.00	89.00	90.00
<b>National School Growth Percentile - Math</b>					
based upon historical performance	28.00	82.00	75.00	81.00	83.00
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>					
based upon historical performance	51.10	58.50	75.00	78.00	84.00
<b>African-American Growth Percentile - Reading</b>					
based upon historical performance	58.00	87.00	55.00	60.00	63.00
<b>Hispanic Growth Percentile - Reading</b>					
n/a	(Blank)	(Blank)	0.00	0.00	0.00
<b>English Learner Growth Percentile - Reading</b>					
n/a	(Blank)	(Blank)	0.00	0.00	0.00
<b>Diverse Learner Growth Percentile - Reading</b>					
based upon historical performance	42.00	99.00	98.00	99.00	100.00
<b>African-American Growth Percentile - Math</b>					
based upon historical performance	28.00	82.00	75.00	78.00	82.00
<b>Hispanic Growth Percentile - Math</b>					
n/a	(Blank)	(Blank)	0.00	0.00	0.00
<b>English Learner Growth Percentile - Math</b>					
n/a	(Blank)	(Blank)	0.00	0.00	0.00
<b>Diverse Learner Growth Percentile - Math</b>					
based upon historical performance	25.00	60.00	50.00	60.00	65.00

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

based upon historical performance	66.00	68.00	85.00	87.00	91.00
-----------------------------------	-------	-------	-------	-------	-------

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

based upon historical performance	61.00	58.00	83.00	85.00	89.00
-----------------------------------	-------	-------	-------	-------	-------

**National School Attainment Percentile - Reading (Grade 2)**

based upon historical performance	44.00	33.00	85.00	89.00	92.00
-----------------------------------	-------	-------	-------	-------	-------

**National School Attainment Percentile - Math (Grade 2)**

based upon historical performance	24.00	23.00	70.00	75.00	80.00
-----------------------------------	-------	-------	-------	-------	-------

**% of Students Making Sufficient Annual Progress on ACCESS**

n/a	(Blank)	(Blank)	0.00	0.00	0.00
-----	---------	---------	------	------	------

**Average Daily Attendance Rate**

based upon historical performance	95.40	95.20	96.00	97.00	99.00
-----------------------------------	-------	-------	-------	-------	-------

**My Voice, My School 5 Essentials Survey**

Should reflect improvement in area of school safety	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
---	---------	---------	---------	---------	---------

Custom metrics

0 of 0 complete

2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
---------------------	---------------------	---------------------------	---------------------------	---------------------------

**Strategies**

**Strategy 1**

If we do...

Staff development on non-negotiable structures that emphasize a common classroom approach to building deep and joyous relationships with students, parents and colleagues.

...then we see...

Increase of instructional leadership paths in which all teachers participate in short term; highly focused, goal oriented teacher learning teams designed to strengthen target areas such as: increasing understanding of students as individuals; creating student centered learning environments;

...which leads to...

Increase in student efficacy and resilience; decrease in classroom disruptions; stronger work ethic and overall student achievement

Tags:

Behavior mtss, School culture and climate

Area(s) of focus:

5

Action step

Beginning of the year staff development on Developmental Design and Powerful Beyond Measure strategies. Teacher self assessment survey instrument that result in goal centered learning teams.

Responsible

Rodney Weems, Monica Delgado, Judith Shelton

Timeframe

Aug 1, 2018 to Aug 1, 2018

Status

On-Track

**Behavior mtss, Academic behaviors**

Teachers use multiple beginning of the year curriculum assessments to identify students on the basis of personal and learning efficacy. Lesson plans incorporate specific and measurable six week RTI and differentiated learning opportunities for individual students.

Grade Level Team Teachers

Sep 24, 2018 to Nov 5, 2018

On-Track

**Data-driven culture**

**Strategy 2**

If we do...

...then we see...

...which leads to...

Common Planning Time for MTSS Team and Vertical Teams in Reading, Math and Science to oversee the completion of interventions every six weeks throughout the year.

Comprehensive ownership of individual student RTI effort on Tier 2 and Tier 3 students; Cross grade level curricular coherence; greater teacher to teacher support.

Greater gains in student achievement; Deeper more rigorous curriculum and instruction; sharing of effective instructional support systems.

Tags:  
Academic achievement

Area(s) of focus:  
2

Action step

Responsible

Timeframe

Status

Each content area will have one extensive PBL activity that is shared school wide on a topic of significance. Cross grade level student groups, based on RIT band needs will be utilized to advance topic emphasis while providing remediation and acceleration of concepts and skills.

ILT Team and Content Area Teacher Leaders

Aug 27, 2018 to Jun 21, 2019

On-Track

**21 century skills**

School Wide Calendar for PBL Theme and Performance Date in each area

All Teachers

Aug 27, 2018 to Jun 21, 2019

On-Track

**Academic performance**

**Strategy 3**

If we do...

...then we see...

...which leads to...

Provide time for teacher/content teams to develop cross disciplinary PBL units and professional development on NGSS curriculum

Greater coherence and rigor in curriculum and strong implementation of instructional practice.

Vertical alignment of curriculum, greater integration and rigor to meet all CCSS.

Tags:

Area(s) of focus:

Action step

Responsible

Timeframe

Status

(Blank)

(Blank)

select

Behind

**Action Plan**

**Strategy 1**

ON-TRACK

Beginning of the year staff development on Developmental Design and Powerful Beyond Measure strategies. Teacher self assessment survey instrument that result in goal centered learning teams."

Aug 01, 2018 to Aug 01, 2018 - Rodney Weems, Monica Delgado, Judith Shelton

## Status history

Apr 27

ON-TRACK

Apr 27, 2018

### Evidence

Teacher Practice proactive student centered; increase student management of classroom and discussions

ON-TRACK

Teachers use multiple beginning of the year curriculum assessments to identify students on the basis of personal and learning efficacy. Lesson plans incorporate specific and measurable six week RTI and differentiated learning opportunities for individual students."

Sep 24, 2018 to Nov 05, 2018 - Grade Level Team Teachers

## Status history

Apr 27

ON-TRACK

Apr 27, 2018

### Evidence

Student grade achievement, pre and post assessment

### Strategy 2

ON-TRACK

Each content area will have one extensive PBL activity that is shared school wide on a topic of significance. Cross grade level student groups, based on RIT band needs will be utilize to advance topic emphasis while providing remediation and acceleration of concepts and skills."

Aug 27, 2018 to Jun 21, 2019 - ILT Team and Content Area Teacher Leaders

## Status history

Apr 27

ON-TRACK

Apr 27, 2018

### Evidence

Quarterly demonstrations of understanding school wide in math, financial literacy, social studies, science,

ON-TRACK

School Wide Calendar for PBL Theme and Performance Date in each area"

Aug 27, 2018 to Jun 21, 2019 - All Teachers

## Status history

Apr 27

ON-TRACK

Apr 27, 2018

### Evidence

Calendar for PBL and Content Theme

### Strategy 3

BEHIND

"

-

## Status history

Apr 27

BEHIND

Apr 27, 2018

**Problem**  
**Root Cause**  
**Next steps**

## Fund Compliance

### Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

### ESSA Program

ESSA 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.

ESSA 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

Every Student Succeeds Act (ESSA), 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 ESSA 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 and Family Plan

### Parent and Family Engagement Policy

Complete

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

Ariel Community Academy is a Math, Science and Financial Literacy School founded on a student -family-school-community partnership that educates and nurtures ALL students to be equipped with the competencies necessary to be successful in college and fulfill their potential socially, emotionally, cognitively, physically, linguistically and creatively.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, 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 and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, 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

Bi annual school parent meetings are held to inform parents of the school's participation in ESSA, Title I programs and requirements for their child's upcoming school year (policy, practice, curriculum, and resources helpful to insure that ALL students reach their full potential. In addition, in the first month of school Primary, Intermediate I, Intermediate II, and Middle School teams will hold parent meetings and a school Open House to explain the school's participation in ESSA, Title I programs and requirements as well as school policy in regard to student attendance, school rules, and the community-school-family partnership designed to support their child's reaching their full social, creative, and academic potential.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

The school will hold 3 PAC meetings (BOY, MOY, EOY) as well as state of school meeting, in order to inform and provide opportunity for feedback, response and recommendations for teaching and learning, building policy, student performance and school programs.

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.

The school will hold 2 parent/teacher student conferences as scheduled in the district calendar . Student directed conferences will take place in the second quarter. A parent portal and parent, child, teacher meetings are continuously available on an as needed basis.

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

All Ariel teachers are "highly qualified" and will send District generated letter to all families who request qualifications.

Schools will assist parents of participating ESSA 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.

Teachers, School Counselor, Principal and Curriculum Director will assist parents of participating NCLB Title I children in understanding the state's academic content standards, student's academic achievement standards and how to monitor their child's progress. Parent information is also distributed through a parent information kiosk.

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

A parent involvement team led by teachers will design and present parents with opportunities to learn ways to support literacy and math at home, provide parents with resources, offer opportunities for parents to participate in the classroom as well as energize parents in the importance of their participation in school events in general. Parents will be trained in strategies that support strong reading as well as components of such things as technology based learning systems.

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

In professional development at the start of the school year staff will receive in-service from the Parent Involvement team Team which will also in-service parents on a parent to parent program that will engage parents as critical support to student learning. In this way, parents will participate in both in school and out of school learning activities. Parent newsletter will also inform and engage parents in current learning activities

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family 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 and families in more fully participating in their children's education. Please describe how this will be accomplished.

Parent programs are integrated throughout our Ready To Learn program. Parents volunteer in the classroom; support and school to home reading and activity program. Parents also volunteer to read a favorite story in the classroom.

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

Information regarding school and classroom programs and meetings will be distributed in flyers sent home with students; on signage outside of the school; on the Parent Bulletin Board; as well as through the on-going Parent Blog.

#### Policy Implementation Activities

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



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



The school will coordinate the parent and family engagement programs identified in the CIWP.



The school will evaluate the Parent and Family Engagement 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

### School-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.)

Ariel Community Academy is a Math, Science and Financial Literacy School founded on a student -family-school-community partnership that educates and nurtures ALL students to be equipped with the competencies necessary to be successful in college and fulfill their potential socially, emotionally, cognitively, physically, linguistically and creatively.

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

The school will hold 2 parent/teacher student conferences as scheduled in the district calendar . Student directed conferences will take place in the second quarter. A parent portal and parent, child, teacher meetings are continuously available on an as needed basis.

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

A parent portal is updated weekly for parents to monitor their child's progress. Parents will receive reports on quarterly district report card distribution days as well as receive Progress Reports every six weeks. Reports are sent home with the child except for Report Card Pick Up days in which conferences may be held.

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

Parents may contact staff through the parent portal. Parents may also arrange to meet with staff through the school office through appointments either prior to or after the school day.

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

Parents may contact the Parent Involvement Team, classroom teachers, or the office staff to arrange times to volunteer and participate in their child's classroom or activities.

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

Parents will participate in arranged meetings with classroom teacher/teachers in the classroom either before or after the school day. Parents are to contact the office, teacher, or counselor when meetings are desired so that appropriate times and staff are involved.

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 will participate in arranged meetings with classroom teacher/teachers in the classroom either before or after the school day. Parents are to contact the office, teacher, or counselor when meetings are desired so that appropriate times and staff are involved.

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

Students will assure that they arrive to school on time and with consistency. They will assure that they will come to school prepared with homework completed, engage in classroom learning with a positive attitude, and maintain polite and respectful communications with school staff and peers.

### Parent Budget

Complete

Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.

Provide parents opportunities to support and participate in their child's instructional experiences aligned to CCSS, through workshops, content area curriculum nights and culminating student activities.

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program.

Account(s)	Description	Allocation
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ Amount .00
53405	<b>Supplies</b> 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.	\$ Amount .00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ Amount .00
54125	<b>Consultants</b> 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)	\$ Amount .00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$ Amount .00
<p>54205</p>	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ Amount .00
<p>54565</p>	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ Amount .00
<p>53510</p>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$ Amount .00
53306	<b>Software</b> Must be educational and for parent use only.	\$ Amount .00
55005	<b>Furniture and Equipment</b> 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.	\$ Amount .00

