Elizabeth H Sutherland Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
02/12/2018	Carberry, Parker, Gulley, Hays-Clarke, Burns	SEF rating discussion and evidence
02/26/2018	Burns, Clark, Carberry, Parker	SEF rating and evidence
03/12/2018	Burns, Gulley, Kannelopoulos, Carver, Faulkner	Finish goal priorities
04/02/2018	Burns, Gulley, Harrigan-Schober	Revise goals
04/16/2018	Gulley, Burns, Carmody, Hays-Clarke, Parker	Review action steps
04/23/2018	Gulley, Burns, Carmody, Forbes	Write new action steps - align with priorities
04/30/2018	Higgins, Gulley, Burns	Review goals, settle Action Steps, confirm Strategies
05/07/2018	Binion, Burns, Gulley	

School Excellence Framework

Culture of & Structure for Continuous Improvement   4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1   2   3   **4**

School vision has been present for several years and may need updating. Priorities have been set by extensive stakeholder interviews and input meetings with administration. 5 essentials indicates this was previously an area in need of growth. The Survey indicated that only 17% of the staff felt they trusted the school leadership. There has been a concerted effort to rebuild this trust and ensure that our school can unify and grow. Teachers and staff have been more included on school wide decisions on curriculum, culture and climate, outreach and the general growth and direction of the school. Teachers are taking leadership roles in vertical team meetings and providing professional development for peers. First Mondays invites community and parents in for feedback and suggestions with administration. Weekly bulletins to faculty ensures that communication is clear and consistent with faculty. Weekly communication regarding all school initiatives and pressing news goes out in the form of an eNewsletter and voice blast. There are also various media outreach avenues that are used to elicit input as well as deliver information. High expectations are conveyed in cool tools, grading expectations, communication with teachers regarding grades and student success. There is a culture of "buffering" and translation of initiatives that are pushed into the school. The ILT discusses ways to implement new initiatives and how to align them.

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

Instructional Leadership Team:

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

Score

1 2 **3** 4

> ILT meets weekly and has been open to all staff for input and participation. CIWP process was initiated previously. 18% of the 5 essentials respondents felt as though the instructional leadership was strong at the school. We have been working to create an all inclusive team where there is ample transparency and opportunity for all to get involved at some level. Many tasks have been examined by the ILT including outreach, PBIS, textbooks and materials, balanced literacy supports and professional development. ILT participated in developing PD for teachers in cooperation with PBIS committee.
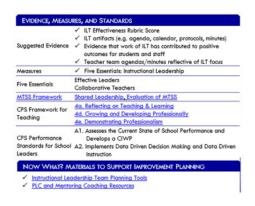
Guide for Instructional Leadership Team
  - **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
    - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
    - Relentlessly ask, "**Is it working?**" about every program, initiative, and strategy in the school.
    - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
    - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "**If not, why not?**"
  - **Share leadership for improving teaching and learning with representative school members.**
    - Organize the team around a common understanding of team's purpose and instructional priorities.
    - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
    - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
  - **Use protocols and ask probing questions.**
    - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
    - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
    - Systematically consider root cause(s) based on thorough review of evidence.
  - **Use timely and relevant data/evidence sources.**
    - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.

- Disaggregate data for priority student groups (e.g. English learners, diverse learners).
  - ○ **Schedule and structure frequent meetings.**
    - Meet regularly (2-4 times per month).
    - Use an agenda with a clear focus.
  - ○ **Collaborate effectively, value transparency, and inform and engage stakeholders.**
    - All team members have equity of voice and are actively engaged in asking questions.
    - Celebrate small wins and improvements.
    - Regularly inform and engage stakeholders of key data and work of the ILT.
  - ○ **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Evaluation of MTSS
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Instructional Leadership Team Planning Tools ✓ PLC and Mentoring Coaching Resources	

Professional Learning:

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

Score

1   2   **3**   4

Network supports provide intensive balanced literacy PD for teachers. Ample safe practice time and guidance on implementation of new concepts has been provided. Additionally, teachers benefited from bringing in a STEM/Math and instructional coach to support teachers and help integrate tech. Last year's 5 Essentials indicated that 16% of the respondents reported that they consider our professional development to be high quality. This has been an intensive focus this year to offer meaningful and relevant meeting. Teachers have been provided release time for peer observations as well as professional development workshops. Vertical team time is provided for collaboration with peers in implementing best practices. REACH is used as a launching pad for professional learning goal setting, as well as looking at PLP goals and refocusing practice. More vertical team time would be an area of growth to help foster collaboration. Team support is very prevalent but there is a need to formalize mentorship and orientation.

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

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**

> Resources have been sought out to provide teachers will all necessary tools including operating technology (copiers), a new laminator, paper, student and teacher supplies, text books, support materials and special project materials such as after school art supplies. Staffing has been streamlined to ensure that students are addressed appropriately by season, certified professionals and that the school is amply staffed to make instruction a priority. Two classroom teachers and one aide have been added to the staff this year. We solicited teacher input for resources and made sure we were looking at the full picture of what was needed. Last year's 5 Essentials indicated that "teacher influence" was at a 31%. Our goal was to engage teacher input to make sure that the school supported what teachers need. Additionally, teacher conversations around aligning curriculum and engaging students vertically as well as horizontally have been essential.

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

Expectations for depth & breadth of Student Learning

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

> Our math curriculum is something we have been working on building, based on concerns of overall growth and attainment from last year with school wide with only 57% of our students reaching mean attainment and 50% of our students meeting growth goals on NWEA. Unit alignment is an area for growth in some areas. There have been concerted efforts across all grade levels to align more readily and collaborate. Big ideas are evident in instruction but not necessarily unit plans. Diversity of literature is strong and teachers frequently seek multiple resources for instruction in all literacy areas. Diverse learners are not always addressed in instruction appropriate due to inappropriate placement. Project learning is evident with all grade levels and social emotional learning is being pushed out in the next month with Second Step.

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

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 are provided as a result of teacher request and feedback. Technology is amply available to upper grades but more chromebooks are needed for younger students. Instructional software has been purchased for all classrooms K-8. We have ensured that all subjects either have appropriate resources or that they are afforded the opportunity to collaborate and plan. Teacher voice is extremely important in getting important resources for classrooms. We started with garnering funding and budgeting to grow our classroom libraries, with an emphasis on lower grade balanced literacy materials. We have worked with available funds to ensure that all students have access to the curriculum materials (whether via internet or hard copy). Instructional support materials such as chart paper, scissors, tape, etc., have been stocked and are available for teacher use.
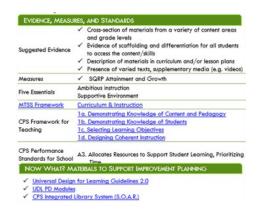
Guide for Instructional Materials

Instructional materials (including technology) are…..

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

interest and motivation – for engaging and learning.
- Students make choices about instructional materials as part of learning.
- Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
- Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School	A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	✓ Universal Design for Learning Guidelines 2.0 ✓ UDL PD Modules ✓ CPS Integrated Library System (S.O.A.R.)

Rigorous Student Tasks:

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

Score

1   2   **3**   4

> There is a strong culture of rigor reflected in teacher expectations in most all classrooms. Key shifts in literacy are evident with the new upper grade series Perspectives as well as the building of a Balanced Literacy program in the early grades. Teacher led PD has been provided for TRU math, and teachers are integrating elements of rigorous math instruction. Area to grow would be to begin integrate artifacts student work in our curriculum discussions. "Ambitious instruction" was a "strong" rating in last year's 5 essentials. "Academic press" also scored in the 70's in 5 Essentials, which demonstrates a strong sense of challenge and rigor on the part of our students. Assessment was a CIWP priority in the previous document as well, so there has been a tremendous amount of work on this particular area for the past few years.

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	✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	

- ✓ Teaching for Robust Understanding in Mathematics (TRU Math)
- ✓ Math Practices: What to Look For Observation Tool
- ✓ Checking In: Do Classroom Assignments Reflect Today's Higher Standards?
- ✓ Student Work Protocol (EQuIP)
- ✓ Slice Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

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

Score

1   2   **3**   4

> The ILT has been discussing ways to align "organization" school wide, going backwards from what's needed in 6-8. Currently, we have no universal approach for student organization. We have room to grow in grade to grade alignment regarding transitions. Staff has worked at getting students on Naviance and GoCPS. We are also working on transitions from our incoming kindergarteners and first graders from Montessori by having our teachers meet with and observe current private Montessori schools. Our counselor has been working on developing our Naviance involvement with our students and ensuring that our students are prepared for high school and beyond. We have also instituted multiple after school programs to help students become college and career ready, offering programs such as math tutoring, environmental club, drone club and mural club.

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 8th Grade Algebra to all eligible 8th grade students.
  - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
  - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
  - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
  - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.

- In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- 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

Expectations for depth & breadth of Quality Teaching

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**

> Instruction has been relatively strong, especially in the area of reading. Teachers relentlessly address learning gaps and engage in meaningful and appropriate data analysis to launch appropriate and targeted instruction. Teachers are eager to support and "steal" from each other. Self-initialized strategies and solutions to instructional issues are easily tackled by collaborative planning and implementation. We have brought in Coach Meister to support classroom differentiation as well as technology integration. REACH observations are revealing extensive practice of flexible grouping and effective questioning.

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

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**

> Assessment and grading was a priority in the previous CIWP. This was intensively addressed by strong goal setting and assessment analysis, especially in the MYP grades. All assessments adhere to Summative MYP criteria and are graded according to the IB rubric. Additional work still lies in overall alignment of expectations (from grade to grade) of targeted skill mastery and utilization of exemplar guidelines. Students indicate that "Academic press" and "Ambitious instruction" are areas of high achievement when it comes to Sutherland.

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 ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
✓ CPS Balanced Assessment Framework & Assessment Models ✓ Assessment Design Toolkit ✓ Teacher Made Assessment Basics ✓ Grading principals and guidelines ✓ Great Schools Partnership —Grading + Reporting	

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

> MTSS has not been fully implemented with fidelity. MTSS logger training will occur, especially in lower grades where many referrals are initiated. SEL supports are growing in efficiency with the arrival of a new counselor and a more consistent approach to behavior management. Certain staff are trained in interventions, but a clear schedule for progress monitoring and movement through the MTSS process has yet to be fully established. Support from colleagues in other schools where this has become an effective routine will be initialized. Universal use of Student Logger has been exceptionally helpful in growing this area of support. Our DL team is currently being reassembled and examined to ensure that we are building a strong program of MTSS supports and effective and thorough documentation.

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 ✓ Evidence of On Track monitoring and supports
Measures	✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating Knowledge of Students 1d. Designing Coherent Instruction 2d. Managing Student Behavior 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

Culture for Learning:

Score

1 2 **3** 4

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

> The school has increased supports in the area of "on target" students and monitoring students who are failing. Plans have been put in place at various levels, and students who are failing are offered supports when they fail to qualify for extra curricular activities or events. Teachers have implemented TRU math practices such as "math talks", which have lead to important critical thinking opportunities in multiple subjects. Students are held accountable for turning in work, and grading approach has changed in MYP to reflect student perseverance and hard work. Graduation requirements hinge on completion of MYP projects as well as academic and behavior standards. Implementation of differentiated instruction at about 75% school wide.
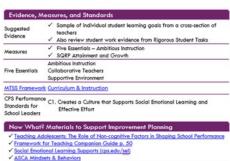
Guide for Culture for Learning

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

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
MTSS Framework	Curriculum & Instruction
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	
✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (cps.edu/sel) ✓ ASCA Mindsets & Behaviors	

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**

Students report a genuine warmth for their teachers and are observably connected to the adults in the school. Although the 5 essentials survey from last year indicates otherwise, many students have expressed gratitude for stronger and more clear expectations and consistency with following through with both consequences and rewards. Many students flooded our after school program enrollment into programs led by favorite teachers because of their close ties to them. 5 Essentials indicated last year that principal-teacher trust was "very weak". Additionally, this metric was also exceptionally low for teacher-teacher trust. As another layer, student-teacher trust came across as "weak", which was surprising but something to be examined. Building these relationships has thus been an important part of our professional development, to ensure that we are appropriately bridging communication and trust across all relationships. Cross grade level service (reading to younger students) is part of our school environment. Activities such as 6th grade exchanging poetry with younger classes occur. Older students were leaders in our community open house to help lead our tour groups throughout the school. Teachers step in as adult mentors for CICO to build relationships with students who struggle. PBIS fosters positive interactions between adults and student, focusing on reward what students are doing right.

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

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

> We are still in the process of building student voice vehicles, but are working on promoting student involvement and building student leadership opportunities. We have started an extensive program of after school programs that are both challenging and enriching. Enrollment of nearly half the school in these programs is a testament to their popularity and desire to engage in these experiences. We have plans to start a student council, which has fallen by the wayside previous to our arrival. "Safety" and "Peer support" are two areas of the 5 Essentials that received "neutral" ratings, but needed to be examined and addressed. We are providing opportunities for students to get involved through service as well as family activities and events. Student voice has been essential in building a strong and organized recess approach.

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	• MVMS Student Survey completion rates and results • Artifacts from student-run organizations and events (including SVCs) • Meeting minutes/agendas that include student participation • Policies regarding student engagement in decision making • Service learning reports and/or reflections of SL projects • Unit and curriculum maps, rubrics, assessment artifacts • Evidence of student work • Democracy School recognition
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 3c. 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/HST 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

> The first priority in the school this year was to restore safety and order. The 5 Essentials from last year showed a "neutral" rating for safety in the school. Initially, restoring order meant explicit instructions on transitions, arrival and dismissal procedures and clear expectations about behavior. Additionally, a new schedule was created that minimized student movement throughout the building and condensed the periods of time during which students were engaged in open or unstructured time by overlapping lunches and recesses. Protocols for various procedures throughout the day have been initiated, such as class changes, technology expectations (vs. reading a book), adherence to the Student Code of Conduct, and the minimizing of classroom disruptions. Also, class size in two problematic grade levels - 2nd and 6th - were both expanded to a third class to reduce the number of students per classroom and permit us to target challenging students and effectively address their needs.
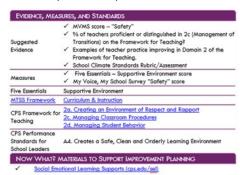
Guide for Safety & Order
- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
  - Manage 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	✓ MVMS score – "Safety" ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Social Emotional Learning Supports (cps.edu/sel)	

Restorative Approaches to Discipline:

Score

1 2 **3** 4

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

> We have worked extensively to provide safety plans and behavior modification plans for students who struggle with making appropriate choices. This aligns with the actions required by the Student Code of Conduct, but ensures that children and families have clear expectations and direction once the issue has been addressed. We are still way below last year's metric at this point in time, having 8.02 per 100 student incidents as opposed to 17.2 incidents per 100 at this time last year (dashboard). The addition of our new counselor has assisted us in developing appropriate plans for individual students as well as begin implementation of Second Step school wide. PBIS committee has launched the initiative of establishing "calming corners" in every classroom and Calm Classrooms has been engaged to bring in teacher professional development to help bring deescalation techniques. Mindful Practices also provided teacher and staff PD.

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 Evidence	✓ Misconduct data (Dashboard) ✓ My Voice, My School survey responses
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 2d. Managing Student Behavior 4c Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ CPS Restorative Practice Guide & Toolkit ✓ Guideline for Effective Discipline	

Parent and Family Partnership:

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.

Score

1   2   3   **4**

> Last year's 5 Essentials rated parent involvement as "neutral", which may have been due to a temporary dip in student enrollment as well as a shift in parent responsibility (younger parents of students moving into leadership roles in our school). Currently, our parents have extensive involvement in the school. All sports teams are run, managed and coached by parent volunteers. Parent volunteers are extremely active in seeking grants and extended learning opportunities for our students such as Harry Potter Week, the Learning Garden, field trips, speakers, museum partnerships, resources, PBIS carnivals and many other events. Our PTA supports school spirit with multiple family events such as movie nights, cook offs, family dances to name a few. We also have the Sutherland Foundation, which has been exceptionally generous in raising money and funding technology (such as drones) and an extensive library of leveled readers and early reader supports. Parent volunteers are now being recruited for lunch room assistance as well as MTSS and tutoring.

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

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 2 3 4 5 **⊘**
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of Student Learning: Curriculum	**1** 2 3 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 **⊘**
3	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 **⊘**
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 **3** 4 5 ⊘
3	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 **⊘**
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 **⊘**
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 **⊘**
4	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 **⊘**
4	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 **⊘**
4	Expectations for depth & breadth of Quality Teaching: Instruction	1 **2** 3 4 5 ⊘
4	Expectations for Quality & Character of School Life: Parent and Family Partnership	1 2 3 4 5 **⊘**

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
National School Growth Percentile - Reading					
Growth in reading appears to differ from Network data. We do anticipate that our reading program will continue to show progress, given that we have boosted our Balanced Literacy program in our early years and aligned our upper grade ELA program. We have added extended choice reading time to our literacy to help grow reading endurance and comprehension. We are expanding our writing alignment this upcoming year, and anticipate continued steady growth.	44.00	88.00	90.00	90.00	92.00
National School Growth Percentile - Math					
We have focused our hiring on strong math instructors to help us build our CCSS approach to math and to ensure student math growth. Math class sizes have been reduced, especially in targeted grade levels where math achievement has been low. We have also initiated targeted after school math tutoring for key students/grade levels.	23.00	53.00	63.00	70.00	72.00
% of Students Meeting/Exceeding National Ave Growth Norms					
Student growth in both math and reading is anticipated due to longer math and reading class times for all grade levels, as well as added supplementary supports such as pull out tutoring, after school supports and targeted learning software.	49.90	58.50	63.37	75.00	77.00
African-American Growth Percentile - Reading					
The largest population in our school is African American. Our growth metrics for the AA population lag only shortly behind our overall school growth. We will continue to grow our full curriculum for all students.	40.00	88.00	85.52	90.00	92.00
Hispanic Growth Percentile - Reading					
Our Hispanic growth percentile indicates that our Hispanic students are ahead of the rest of our student population. We anticipate steady growth in line with the rest of our students.	*(Blank)*	*(Blank)*	94.33	95.00	96.00
English Learner Growth Percentile - Reading					
Our ELL growth percentile indicates that our ELL students are ahead of the rest of our student population. We anticipate steady growth in line with the rest of our students. We currently have two ELL students in our entire population.	*(Blank)*	*(Blank)*	100.00	100.00	100.00
Diverse Learner Growth Percentile - Reading					
We have had staffing challenges in our DL department and hope to stabilize this component for the children. Data has not been consistent and we do hope to maintain steady growth in this metric.	50.00	99.00	51.40	90.00	90.00
African-American Growth Percentile - Math					
We have targeted students in this area for intervention and small group instruction. We have been working with building capacity in teachers through differentiation, especially in our upper grades where this metric sees the least growth.	19.00	52.00	55.45	70.00	72.00
Hispanic Growth Percentile - Math					

We have targeted students in this area for intervention and small group instruction. We have been working with building capacity in teachers through differentiation, especially in our upper grades where this metric sees the least growth. This Hispanic population does out-perform us school wide.

(Blank)	(Blank)	67.60	70.00	72.00

English Learner Growth Percentile - Math

We have targeted students in this area for intervention and small group instruction. We have been working with building capacity in teachers through differentiation, especially in our upper grades where this metric sees the least growth. This ELL population does out-perform us school wide.

(Blank)	(Blank)	100.00	100.00	100.00

Diverse Learner Growth Percentile - Math

Our DL students all had many services pulled last year for IEP's. The goals in this area are somewhat confusing, given that 86% achieved growth percentile yet on 33% is expected this year. Nonetheless, we will set our goals higher than expected to ensure appropriate growth.

69.00	86.00	32.77	90.00	92.00

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

We do anticipate that our reading program will continue to show progress in attainment, given that we have boosted our Balanced Literacy program in our early years and aligned our upper grade ELA program. We have added extended choice reading time to our literacy to help grow reading endurance and comprehension. We are expanding our writing alignment this upcoming year, and anticipate continued steady growth.

86.00	88.00	97.57	90.00	92.00

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

We have focused our hiring on strong math instructors to help us build our CCSS approach to math and to ensure student math growth. Math class sizes have been reduced, especially in targeted grade levels where math achievement has been low. We have also initiated targeted after school math tutoring for key students/grade levels.

61.00	58.00	88.66	70.00	72.00

National School Attainment Percentile - Reading (Grade 2)

We have fortified efforts in 2nd grade to alleviate serious SEL issues and refocus on strong instruction and intense supports. We have reduced class size to 22 students and have gone deeper into guided reading and differentiation in planning, instruction and data review.

78.00	89.00	91.90	90.00	91.00

National School Attainment Percentile - Math (Grade 2)

Our small class size has helped immensely in math instruction. Teachers have been required to expand differentiated centers and to utilize instructional software that will help boost student achievement. Investment in learning software has offered opportunities to differentiate as well as provide practice for home.

69.00	77.00	94.43	90.00	92.00

% of Students Making Sufficient Annual Progress on ACCESS

We have targeted students in this area for intervention and small group instruction. We have been working with building capacity in teachers through differentiation, especially in our upper grades where this metric sees the least growth. This ELL population does out-perform us school wide.

(Blank)	(Blank)	100.00	100.00	100.00

Average Daily Attendance Rate

Our attendance rate has grow steadily and is currently above the average of our previous year's totaly.

95.60	96.10	96.35	96.50	96.80

My Voice, My School 5 Essentials Survey

We hope to see a strong improvement in Culture and Climate as well as student trust. Our goal is to ensure that our students feel safe, challenged and appreciated. The same goes for our teachers and staff. We are working meticulously to get teachers and students what they need in order to teach and learn. We would like to appear at least "strong" (green) in involved families, effective leaders, collaborative teachers and supportive environment.

(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...	...then we see...	...which leads to...
Have monthly curricular alignment meetings between grade levels to target critical bridges in skill building and content understanding. This is critical to increasing rigor and creating a clear vision for student trajectory from K-8.	identification of gaps as well as repetition in content between grade level instruction. Additionally, we will see movement toward transforming our learning continuum to be more tailored to individual growth based on concrete expectations.	a strongly informed, cohesive curriculum that building on prior knowledge, understanding and skills. Growth school wide on NWEA achieving elevation of one SQRP point in Math for attainment and growth as well as maintenance of highest SQRP for rating in Reading. We also anticipate a goal of 90% growth in NWEA Reading and 70% in Math.

Tags:
Instruction, Curriculum, Vertical alignment, Student achievement

Area(s) of focus:
1

Action step	Responsible	Timeframe	Status
Teachers review instructional materials and resources across grade levels to determine how content is scaffolded from one grade to the next. DL access will be addressed and reviewed.	teachers	Jun 30, 2018 to Dec 31, 2018	Not started

Curriculum, Instructional materials, Collaborative teachers

| Facilitate collaborative conversations between teachers to determine specific content skill mastery benchmarks from grade to grade - key is to determine PRIOR learning necessary to build in each successive year as well as potential gaps and acceleration to be addressed (including MTSS, DL students, early learning challenges). | teachers | May 1, 2018 to Dec 31, 2018 | Not started |

Vertical alignment, Collaborative teachers, Scaffolding, Planning for instruction

| Include DL teachers in planning meetings for core curriculum to ensure that expectations align with grade level goals and that DL students have appropriate engagement in grade level curriculum | Regular ed teachers, DL teachers | May 1, 2018 to May 31, 2019 | On-Track |

Diverse Learners, Curriculum Design, Academic expectations, Vertical alignment

| Assess efficacy of Algebra program, examining success rates of students and NWEA growth and attainment for grades 6-8. Determine best ways to fill in gaps and ensure student success for all students including accelerated, on target and DL students. Area school curriculum will be surveyed to ensure that we are providing students with optimal instruction. | Administration, Teachers, ILT | May 31, 2018 to Jul 31, 2018 | On-Track |

Math curriculum, Student achievement, Targeted instructional area

Strategy 2

If we do...	...then we see...	...which leads to...
Review student academic progress through critical artifact peer review of summative and formative assessment with consistent teacher/student feedback. Additionally, review BOY, MOY, screening and EOY assessment data to ensure student trajectory is on track to meet each student's articulated goals.	student ownership of academic growth and targeted, more focused instruction addressing student need.	a stronger instruction due to targeted goal setting and student success. Passing rate will maintain 70% and above consistently.

Tags:
MTSS, Diverse Learners, Student engagement, Student ownership

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status
Utilize MOY data to set individual student goals based on NWEA Learning Continuum (Math and Reading, DL teacher)	teachers, administrators, students, parents	Apr 2, 2018 to May 31, 2018	On-Track

MTSS, Diverse Learners, Student engagement, Student ownership, Goal setting

Employ the use of artifact peer review to determine instructional strategies that address curricular rigor and student mastery. Include all teachers - core, enrichment, DL. This will cycle weekly/monthly to ensure that feedback and actions are continually occurring.	teachers, admin, ILT	May 31, 2018 to Jun 28, 2019	Not started

Planning, Culture of learning, Collaboration, Rigor

Monitor on-track data regularly (maintain 70% and above), audit gradebook for student failure rates and needs for supports and create action plans for students in need of help, creating clarity of expectations and insight to needs for student supports. Use input from all subject teachers as well as DL instructors to ensure review takes into account all learning groups.	teachers, admin	Apr 30, 2018 to Jun 24, 2019	On-Track

On track, Student success

Create a celebration plan for student academic and behavior success where students are celebrated quarterly for honor roll and exemplary behavior creating a school wide culture of a love of learning. Additionally monthly recognition of Learner Profiles will be utilized to support children in building a strong culture centered around productive behaviors and habits. Include SEL recognition, recognize growth, to ensure that all student learning groups can be honored.	teachers, admin, IB coordination	Apr 30, 2018 to Jun 30, 2019	On-Track

Social emotional, Ib learner profile, Academic achievement

Utilize internal experts by tapping teachers to provide professional development and sharing of best practices. Create a schedule of peer observations so that teachers can apply them to grow in targeted instructional strategies as well as support aligning curriculum.	teachers, admin, IB coord	Dec 3, 2018 to Jun 15, 2019	Not started

Instruction, Collaboration, Instructional strategies, Peer to peer observations

Strategy 3

If we do...	...then we see...	...which leads to...
Develop a school wide approach to adhering to the 4 primary expectations in our school	Students, teachers and staff responding thoughtfully and purposefully to behavior	Safe, nurturing, respectful and productive learning community. Category 4/5 misconducts

| culture - Respect, Responsibility, Safety and Perseverance. | challenges that compromise a safe and respectful learning environment. | will be reduced by 50%. |

Tags:
Restorative approaches, Culture for learning, Relational trust

Area(s) of focus:
2, 3

Action step	Responsible	Timeframe	Status
Cool tool implementation and accountability for expected behaviors, utilizing targeted areas for growth in all populations - i.e., primary, upper, DL students.	PBIS team, teachers, counselor	select	On-Track

Pbis, Culture for learning, Relational trust, School culture

| Ensure full implementation of Second Step school wide through training of all teachers as well as modeling lessons for core instructors as well as enrichment and DL teachers. | PBIS team, counselor | Apr 2, 2018 to Jun 9, 2018 | On-Track |

SEL, School climate

| Engage teachers and community in diversity training to ensure equity and fairness school wide. Special populations that will be addressed are economic, race, DL, religious and other identified areas of need. | PBIS team, counselor, admin, ILT | Jun 9, 2018 to Jun 15, 2019 | Not started |

Climate and Culture, SEL

| Create universal MTSS referral and tracking process for struggling students and determine specific support progression. Students in regular education will be addressed as well. | PBIS team, counselor, case mgr, admin, SEL lead - N10 | May 1, 2018 to Dec 31, 2018 | Not started |

SEL, Behavior supports

| Implement full school Calm Classroom program with fidelity. Teachers will be trained BOY and school will put in place continual training and accountability benchmarks to ensure full school climate shift. | PBIS Team, Teacher Trainers, Admin, Counselor | Jul 30, 2018 to Jun 28, 2019 | Not started |

Climate and Culture, SEL, Pbis, Behavior

Action Plan

Strategy 1

NOT STARTED

Teachers review instructional materials and resources across grade levels to determine how content is scaffolded from one grade to the next. DL access will be addressed and reviewed."

Jun 30, 2018 to Dec 31, 2018 - teachers

Status history

May 15

NOT STARTED
May 15, 2018
Evidence

MYP subject group overviews, more detailed vertical alignment articulated between grade levels, pacing guide, documents across grade levels, cohesive and consistent resources. BOY NWEA will illustrate stronger readiness (70% above the norm) for new grade level. ILT will review progress every quarter.

NOT STARTED

Facilitate collaborative conversations between teachers to determine specific content skill mastery benchmarks from grade to grade - key is to determine PRIOR learning necessary to build in each successive year as well as potential gaps and acceleration to be addressed (including MTSS, DL students, early learning challenges)."

May 01, 2018 to Dec 31, 2018 - teachers

Status history

May 15

NOT STARTED

May 15, 2018

Evidence

Universal unit plans implemented across disciplines, open access to curriculum between grade levels, collaborative planning occurring between disciplines and grade levels. Benchmark assessments will indicate more students on track to meet NWEA/benchmark goals. ILT will review progress every quarter.

ON-TRACK

Include DL teachers in planning meetings for core curriculum to ensure that expectations align with grade level goals and that DL students have appropriate engagement in grade level curriculum"

May 01, 2018 to May 31, 2019 - Regular ed teachers, DL teachers

Status history

May 15

ON-TRACK

May 15, 2018

Evidence

Unit plans that have flexibility for accommodations, differentiation and supports to ensure all student success. Teacher teams will review progress monthly.

ON-TRACK

Assess efficacy of Algebra program, examining success rates of students and NWEA growth and attainment for grades 6-8. Determine best ways to fill in gaps and ensure student success for all students including accelerated, on target and DL students. Area school curriculum will be surveyed to ensure that we are providing students with optimal instruction."

May 31, 2018 to Jul 31, 2018 - Administration, Teachers, ILT

Status history

May 15

ON-TRACK

May 15, 2018

Evidence

Student growth MOY and EOY, formative and summative assessment, student success rates on IXL software. 60% of Algebra students will pass algebra test. Student achievement on NWEA for upper grade students will increase by 20% in 3 domains (excluding Algebraic Thinking) Quarterly data review will occur in teacher teams and will ILT.

Strategy 2

ON-TRACK

Utilize MOY data to set individual student goals based on NWEA Learning Continuum (Math and Reading, DL teacher)"

Apr 02, 2018 to May 31, 2018 - teachers, administrators, students, parents

Status history

May 15

ON-TRACK

May 15, 2018

Evidence

Written goal sheets, NWEA trajectory data from benchmark assessment, students progress from EOY treating, student reflection, MTSS and differentiation group instruction documents. MOY review will occur post-assessment in ILT and then subsequently in Flex and team days.

NOT STARTED

Employ the use of artifact peer review to determine instructional strategies that address curricular rigor and student mastery. Include all teachers - core, enrichment, DL. This will cycle weekly/monthly to ensure that feedback and actions are continually occurring."

May 31, 2018 to Jun 28, 2019 - teachers, admin, ILT

Status history

May 15

NOT STARTED

May 15, 2018

Evidence

Student artifacts, teacher reflections on peer input, adjustments to unit and assessment plans that indicate narrowing of instructional focus. Peer review will occur monthly in Flex and/or team days.

ON-TRACK

Monitor on-track data regularly (maintain 70% and above), audit gradebook for student failure rates and needs for supports and create action plans for students in need of help, creating clarity of expectations and insight to needs for student supports. Use input from all subject teachers as well as DL instructors to ensure review takes into account all learning groups."

Apr 30, 2018 to Jun 24, 2019 - teachers, admin

Status history

May 15

ON-TRACK   May 15, 2018

Evidence

on track rate, failure rate numbers, increased family/school communication. Monitoring occurs weekly.

ON-TRACK

Create a celebration plan for student academic and behavior success where students are celebrated quarterly for honor roll and exemplary behavior creating a school wide culture of a love of learning. Additionally monthly recognition of Learner Profiles will be utilized to support children in building a strong culture centered around productive behaviors and habits. Include SEL recognition, recognize growth, to ensure that all student learning groups can be honored."

Apr 30, 2018 to Jun 30, 2019 - teachers, admin, IB coordination

Status history

May 15

ON-TRACK   May 15, 2018

Evidence

shift in behavior metrics, student on track behavior and academic improvement per dashboard. Quarterly progress will be monitored.

Utilize internal experts by tapping teachers to provide professional development and sharing of best practices. Create a schedule of peer observations so that teachers can apply them to grow in targeted instructional strategies as well as support aligning curriculum."

Dec 03, 2018 to Jun 15, 2019 - teachers, admin, IB coord

Status history

Strategy 3

ON-TRACK

Cool tool implementation and accountability for expected behaviors, utilizing targeted areas for growth in all populations - i.e., primary, upper, DL students."

- PBIS team, teachers, counselor

Status history

May 15

ON-TRACK

May 15, 2018
Evidence
fewer logger entries, decrease in misconducts, narrative documentation of students using self-monitoring tools. Reduction in specific behaviors noted through analysis of logger entries and infraction sheets. Monthly reviews of Dashboard data will occur with MTSS team.

ON-TRACK

Ensure full implementation of Second Step school wide through training of all teachers as well as modeling lessons for core instructors as well as enrichment and DL teachers."

Apr 02, 2018 to Jun 09, 2018 - PBIS team, counselor

Status history

May 15

ON-TRACK

May 15, 2018
Evidence
Fewer referrals, decrease in misconducts 4/5 by 50%. Dashboard and logger data to be reviewed in leadership team weekly as well as monthly with MTSS team.

NOT STARTED

Engage teachers and community in diversity training to ensure equity and fairness school wide. Special populations that will be addressed are economic, race, DL, religious and other identified areas of need."

Jun 09, 2018 to Jun 15, 2019 - PBIS team, counselor, admin, ILT

Status history

May 15

NOT STARTED

May 15, 2018
Evidence
Stronger parent/school communication. REACH observation data will be reviewed by administration quarterly against Domain 2.

NOT STARTED

Create universal MTSS referral and tracking process for struggling students and determine specific support progression. Students in regular education will be addressed as well."

May 01, 2018 to Dec 31, 2018 - PBIS team, counselor, case mgr, admin, SEL lead - N10

Status history

May 15

NOT STARTED

May 15, 2018
Evidence
Reduction in misconducts, more active parent engagement. Review of referrals and MTSS schedule. Weekly monitoring of failure rates (admin) will occur as well as monthly progress by MTSS team.

NOT STARTED

Implement full school Calm Classroom program with fidelity. Teachers will be trained BOY and school will put in place continual training and accountability benchmarks to ensure full school climate shift."

Jul 30, 2018 to Jun 28, 2019 - PBIS Team, Teacher Trainers, Admin, Counselor

Status history

May 15

NOT STARTED

May 15, 2018

Evidence

Increase in self management tools (CICO as evidence), decrease in in major misconducts, reduction in infractions. MTSS data as well as logger input will be reviewed by ILT. Monthly MTSS review as well as Dashboard review will occur.

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

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

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.

Our school is currently working on strong parent/school communication. We issue weekly newsletters, hold monthly informal forum meetings with administration, conduct a problem solving committee. Teachers are working actively to engage parents in student success with student success plans as well as one on one meetings to engage parents in support their child's success should they be struggling.

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

We are not a Title 1 school, but we hold monthly parent meetings as well as monthly family events to ensure that our families maintain a solid connection to the school and their children's success.

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.

We are not a Title 1 school, but we have held parent requested meetings about safety and security, grading policies and student sports programming to help clarify for parents school policy as well as gain input on how best we can work with families.

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.

These are provided as parent conferences. Students engage in goal setting conferences at all ages (K-8). These goals are then relayed to parents and discussed in parent/child/teacher meetings.

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.

We currently have no teachers who are not "highly qualified". However, should this be the case, parents would receive notice per protocol immediately.

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.

We are not a Title 1 school. However, we are extremely active in engaging families in developing success plans, creating safety and behavior plans as well as setting goals for student achievement. The administration works directly with both teachers and parents to ensure this happens continuously for all students in need.

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.

Our MYP program as well as our Counselor hold regular meetings for parents regarding how to navigate important school software as well as application processes and accessing and interpreting achievement information.

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.

Our PD regularly covers parent communication and student documentation. We have established a school wide protocol of parent communication and have worked hard to keep and maintain important parent support for students who struggle.

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.

We are not a Title 1 school but we have forged important partnerships with our area Pre-Schools to ensure a smooth and successful transition to our neighborhood school environment. Our teachers have observed our area Pre-School curriculum and we have had meetings with staff and teachers of other schools to create consistency and supports.

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.

We do not have any language barriers. Parents are issued all critical school information in writing and in weekly enewsletters. All information is also posted on the website and the school's social media sites. Our support organizations also issue important news (PTA, Sports Association and Foundation) via monthly newsletters. Our MYP program also issues monthly newsletters.

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.)

Our first CIWP priority is Curriculum. We are working diligently to ensure that our students are receiving differentiated and rigorous instruction that ensures their success in elementary school and beyond. Our action steps and budget support this through funding, PD and resources. Our current school Mission/Vision as written states: The Sutherland School community envisions a school where student learning is facilitated in a manner that ensures that each student reaches his or her potential and grows and develops intellectually, socially and in global awareness. Students as described in the IB Learner Profile are learners who strive to be inquirers, thinkers, communicators, and risk takers who are knowledgeable, principled, open-minded, caring, balanced and reflective. Our students will have the necessary skills to be successful in high school and post secondary education.

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.

We schedule parent-teacher conferences during mandated district times, twice per year. We also hold parent conferences individually per child need such as behavior, grades, or other supports. We work hard to pull internal and external resources (counselor, outside support programs, social emotional supports) to ensure that each child gets what they need.

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

Parents have been encouraged to sign up for Parent Portal and this has had a recent push for more parent enrollment. We have moved our school to full 1-8 use of impact gradebook, which has greatly increased parent access to student grades. All teachers have required input schedules for grades and these are monitored and maintained. Any failing student requires an intervention ("success") plan and documented parent contact. Administration monitors and conducts these meetings where necessary.

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

Many parents have administration person cell phone numbers, particularly those students who are very high need. Any request for a teacher meeting is immediately answered and administration is involved whenever necessary. Parents email administration or teachers as well as call the office. Our policy is that ALL communication is returned within 24 hours.

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.

Parent volunteers are coordinated by our room parent coordinator. Sign ups for special events or lunch duty are posted on our social media sites and promoted via enewsletter or phone blasts. We also have several very active parent groups that provide and promote activities for enrichment, outdoor learning, expeditionary learning, sports support and coaching, fundraising, teacher appreciation, social/emotional programs, service programs and school clubs such as mural painting, Ridge Run training and chess.

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

All attendance is regularly monitored by administration and families with concerning data are contacted. Additionally, student failure rates are monitored on a weekly basis and teachers, students and families are alerted by administration. Any student in need of supports or showing consistent failure receives a call to parent and an intervention plan is initiated. In some cases, where parent struggles to clearly communicate to families, administration has stepped in to funnel and summarize effective and clear communication between family and teachers to ensure that the child is successful.

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

I meet with parents daily. However, our most effective parent forum is our monthly "First Monday" meeting, during which parents meet informally with administration and discuss concerns, questions, ideas and give feedback. This has been an essential tool for school improvement and has yielded important and valuable information.

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 are engaged in developing success and behavior plans. We are also forging ahead with new plans for academic and citizenship recognition to ensure that students who are making appropriate and productive decisions are recognized. We recently developed incentive programs around attendance and positive attitude and have expanded our PBIS store to ensure that students who are making good choices have an opportunity to feel valued and rewarded.

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.

We have started a program for our students in the earlier grades to ramp them up for success in choosing high schools and attaining the necessary requirements to reach their desired school. We are also focusing on NWEA achievement and goal setting to help students and families set priorities for next steps.

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

Account(s)	Description	Allocation
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$ _____ Amount _____ .00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$ _____ Amount _____ .00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ _____ Amount _____ .00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$ _____ Amount _____ .00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ _____ Amount _____ .00
54205 **Travel**	Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$ _____ Amount _____ .00

<p>54565</p>**Reimbursements**
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>**Postage**
Must be used for parent and family engagement programs only.

$ Amount .00

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

$ Amount .00

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

$ Amount .00