



Sir Miles Davis Magnet Elementary Academy / Plan summary

## 2018-2020 plan summary

### Team

Name	Role	Email	Access
Cheryl Armstrong-Belt	Principal	carmstrong-belt@cps.edu	No Access
Kimberly Simon	Assistant Principal	kjsimon@cps.edu	Has access
Eddett Fisher	Counselor/Case Manager	egfisher@cps.edu	No Access
Jacqueline Crite	Primary Diverse Learner Teacher	jcrite@cps.edu	No Access
Danielle Mailey	LSC Member	Dmailey100@yahoo.com	No Access
Lavonne Woods	LSC Chairperson	Lavonnew45@yahoo.com	No Access
Maurice Flakes	Off-Duty Police	mflakes@cps.edu	No Access
Catina Parker	LSC/ Community Member		No Access

### Team meetings

Date	Participants	Topic
03/08/2018	PAC Meeting	CIWP Planning
04/26/2018	PAC and LSC Meeting	CIWP Planning
04/12/2018	Teacher Team Meeting	CIWP Planning

School Excellence Framework

**Leadership & Collective Responsibility:**

Score

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

1 2 3 4

Teachers are provided with a needs assessment and goal setting template at the beginning of each academic school year. Professional development sessions are created based upon teacher feedback and needs for the upcoming school year. The administrative team conducts daily classroom walk-throughs to monitor instructional practices and the correlation to student assessments and lesson plans. Teachers will be evaluated by the administration using the REACH Observation Tool. The evaluation process will include a pre and post conference before and after the teacher observation. A Local School Council is in place to work collaboratively with the school in decision making. Parent meetings and a State of the School meeting were held to provide families with NWEA assessment data , STEM updates, and information on the school. Teachers participate in ongoing data analysis, professional development, and peer planning/collaboration to improve student academic achievement. Students and parents are made aware of their data and stretch goals and receive ongoing support to reach their targeted goals.

**Guide for Leadership & Collective Responsibility**

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

**Evidence, Measures, and Standards**

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

**Instructional Leadership Team:**

Score

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

1 2 3 4

evidence, exchange ideas, and propose and implement solutions to challenges to school improvement.

The ILT team regularly reflects upon the team processes and practices to improve its functioning and progress towards school-wide goals. To ensure that the ILT represents all teachers, a member from each grade band and a special education teacher has been added to the ILT Team. The ILT team meets to review data and identify what is working well and what needs improvement. ILT team members provide coaching support to teachers around MTSS, Technology integration, CHAMPS, and content specific instructional practices to support STEM. Data and information analyzed by the ILT team is shared with the staff via email or staff meetings.

### Guide for Instructional Leadership Team

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

### Evidence, Measures, and Standards

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

### Professional Learning:

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

Teachers have participated in ongoing Network 11 Professional Development in ELA, Math, and Science during the 2017-18 school year. Our professional development plan is focused on math fluency and foundations for the teachers. Teacher participated in quarterly math professional development led by our STEM Coordinators. Teachers received additional professional development from outside consultants that addressed science and mathematics (Gizmo and Reflex). After reviewing our MOY NWEA data, there was a need for additional differentiated language arts professional development. Staff participated in PD offered by Compass Learning, Learning A-Z and Reflex. A coaching plan for new teachers has been developed and implemented to support teachers around STEM, classroom management, and unit planning. Based upon REACH teacher evaluations, teachers need to be afforded the opportunity for cross-classroom visitation. The coordinator/coaches provide teachers with peer coaching around math, science, classroom management and technology. Teachers need to be grouped to meet their individualized professional development needs. All new teachers are assigned a teacher mentor that meets with them regularly to provide support and encouragement. The principal and assistant principal meet with all new teachers each Friday for the first quarter of the school year to provide support, mentoring, and opportunities to brainstorm solutions to problems. The principal and assistant principal will mentor struggling teachers weekly to provide support around instructional practices, data, and classroom management. A focused professional development plan for SY 2018-19 will be developed for teachers that are aligned to our school priorities. Teachers that have successfully implemented new PD strategies into their classroom will videotape themselves incorporating new instructional strategies and share with their colleagues. Teacher leaders will attend professional development and present information learned to the staff. Regular and special education teachers meet weekly in grade level meetings with an established grade level meeting template that is focused on data. The grade level template keeps the meetings on task. The grade level teams discuss NWEA or Dibels data, special education accommodations/needs, lesson planning, student assessments, technology integration, and progress monitoring data. A member of the administrative team attends each grade level meeting but if an administrator is not present the grade level team emails the completed template to the administration for feedback. Google Groups have been created to allow opportunities for teachers to share resources. Teachers need to be afforded the opportunity for cross classroom visitation. The coordinator/coaches provide teachers with peer coaching around math, science, classroom management and technology. Teachers need to be grouped to meet their individualized professional development needs.

## Guide for Professional Learning

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda?</li> <li>✓ PD agendas, PD feedback surveys</li> <li>✓ Teacher practice improving on the Framework for Teaching (e.g. Basic&gt;Proficient, Proficient&gt;Distinguished)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ Five Essentials: Collaborative Teachers</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">4a. Reflecting on Teaching &amp; Learning</a></li> <li><a href="#">4d. Growing and Developing Professionally</a></li> <li><a href="#">4e. Demonstrating Professionalism</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>82. Observes and Evaluates Staff and Gives Feedback to Staff</li> <li>86. Professional Development Provided for Staff</li> </ul>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Teaching the Teachers</a></li> <li>✓ <a href="#">Making Better Use of Research</a></li> <li>✓ <a href="#">Upcoming Professional Learning Opportunities</a></li> <li>✓ <a href="#">Framework for Teaching PD Modules</a></li> </ul>

### Aligned Resources:

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

### Score

1 2 3 4

A multi-step interview process currently exist for hiring candidates. These steps include resume review, brief phone interview, face to face interview, writing sample, observation of actual lesson being taught and a reference check. Staff members/ILT will participate in the interview process. The school schedule currently allows for weekly grade level meetings for teachers teams A meeting template exists for the teacher team meetings that focuses on data analysis and instructional planning. All students attend the computer lab daily for 60 minutes for reading and math support. Discretionary funds are allocated based on the needs of the school and reviewed by the LSC. ILT members have written and been awarded grants to subsidize the cost of extra curricular programs and materials that are needed by the school. Although the school maintains a strong focus on the STEM (Science, Technology, Engineering and Math) curriculum, funds are also allocated to support extracurricular activities. A MTSS team has been created comprised of teachers from primary, intermediate, upper, special education, and the counselor to review teacher requests for special education. A MTSS document of processes and steps of student interventions has been created. Teacher support staff has been working with teachers in grades K-2 to provide push-in academic support to students that are at risk for academic failure. Students at risk are engaged in the after school program which includes regular progress monitoring. Middle school students receive a double literacy period 3 x per week to support literacy. Students attend the computer lab daily for 60 minutes to receive additional math and ELA support around the CCSS. The school schedule currently allows for weekly grade level meetings for teachers teams. A meeting template exists for the teacher team meetings that focuses on data analysis and instructional planning. All students attend the computer lab daily for 60 minutes for reading and math support. Discretionary funds are allocated based on the needs of the school and reviewed by the LSC. ILT members have written and been awarded grants to subsidize the cost of extra curricular programs and materials that are needed by the school. Although the school maintains a strong focus on the STEM (Science, Technology, Engineering and Math) curriculum, funds are also allocated to support extracurricular activities.

### Guide for Aligned Resources

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

- Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
  - Monitor the impact of partner organizations' activity.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
	<ul style="list-style-type: none"> <li>✓ Schedules</li> <li>✓ Teacher retention rates</li> <li>✓ Staff exit interviews/surveys (data on reasons for leaving school or district)</li> </ul>
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Candidate interview protocol documents</li> <li>✓ List of community-based organizations that partner with the school and description of services</li> <li>✓ Evidence of effectiveness of the services that community-based organizations provide</li> <li>✓ Budget analysis and CIWP</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Aligning Resources with Priorities: Focusing on What Matters Most</a></li> <li>✓ <a href="#">Instructional Supports</a></li> <li>✓ <a href="#">Strategic Source Vendor List</a></li> <li>✓ <a href="#">CPS Instructional Time Guidelines: Elementary School Overview</a></li> <li>✓ <a href="#">CPS Instructional Time Guidelines: High School Overview</a></li> <li>✓ <a href="#">CPS Instructional Block Guidance: K-2 Literacy</a></li> <li>✓ <a href="#">CPS Instructional Block Toolkit: Math</a></li> </ul>

## Expectations for depth & breadth of Student Learning

4 of 4 complete

### Curriculum:

Score

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

1 2 **3** 4

Network 11 provides all K-8 teachers with a scope and sequence for ELA, Math and Science which was beneficial. The school has purchased Go Math!, enVision, Reading Street, and My Perspectives to support K-8 ELA and Math instruction. There is a need to expose students to more complex student texts and non-fiction materials. Teachers have developed common units of instruction aligned to the state standards around engineering.

## Guide for Curriculum

- - **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
  - Focus so units can be adequately addressed in the time available.
  - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
  - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
  - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
  - Diverse learners to demonstrate core knowledge and skills.
  - English Learners to develop academic language to demonstrate mastery.
    - Use English and native language development standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- **Integrate academic and social emotional learning.**
- **Connection to real world, authentic application of learning. For example,**

- Provide opportunities for meaningful project-based learning.
- Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
- ▪ Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
- Curriculum is tailored to the strengths, needs, and interests of each student.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Curriculum maps, vertical/horizontal</li> <li>✓ Sequencing and pacing guides</li> <li>✓ Thematic units which cover multiple disciplines</li> <li>✓ Comprehensive unit plans including assessments</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SGRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
MTSS Framework	<a href="#">Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">3a. Communicating with Students</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">1a. Demonstrating knowledge of content and pedagogy</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> </ul>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ CPS Content Frameworks: <a href="#">Math</a>, <a href="#">Science</a>, <a href="#">Social Science</a>, and <a href="#">Literacy</a></li> <li>✓ CPS Literacy Scope and Sequence</li> <li>✓ CPS Math Scope and Sequence Guidance</li> <li>✓ Digital Citizenship Curriculum</li> <li>✓ K-12 Financial Literacy Guide</li> <li>✓ Personal Finance 3.0 Course</li> <li>✓ Physical Education Scope &amp; Sequence</li> <li>✓ Health Education Scope &amp; Sequence</li> <li>✓ Interdisciplinary African &amp; African American Studies Curriculum</li> <li>✓ Interdisciplinary Latino and Latin American Studies Curriculum</li> </ul>

### Instructional Materials:

Score

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

1 2 **3** 4

My Perspectives, Reading Street, enVision, and Go Math! textbooks were purchased to support K-8 literacy that is aligned to the CCSS. Compass Learning, Reflex Math, Think Cerca and Stride Academy provide students with a spatial adaptive curriculum that supports literacy and math instruction. Supplemental novels and Fountas and Pinnell A-Z leveled libraries are available to support and enhance instruction. enVision Math, Algebra 1, and Pre-Algebra textbooks were purchased to provide students with rigorous math instruction aligned to the CCSS. Diverse learners have access to instructional materials that support their individualized learning. Technology is available for all classrooms to support instruction daily. Technology is integrated into classroom instruction daily.

## Guide for Instructional Materials

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

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

- Technology enhances students' higher order, creative thinking and problem solving.
- Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
  - Students make choices about instructional materials as part of learning.
  - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
  - Consumables are often non-print supplies that promote active, hands-on learning.

## Evidence, Measures, and Standards

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

### Rigorous Student Tasks:

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

Each teacher is expected to communicate the learning objective to their students daily before, during and after the lesson. Teachers are required to indicated higher order questions into their daily lesson plans to promote student thinking. Students are given an exit slip daily or the thumbs up /thumbs down protocol is used as a daily check for understanding at the conclusion of each lesson. Students are engaged in small group activities daily that promote critical thinking skills. Teachers review student work during the weekly teacher team meetings and provide feedback to each other regarding the complexity of the student tasks.

## Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
  - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
  - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
  - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
  - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
  - Tasks are Integrative to draw on multiple standards.
  - Teach for Robust Understanding in Mathematics (TRU Math). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
  - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
  - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
  - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
  - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
  - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
  - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.



## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Cross-section of student work from a variety of content areas</li> <li>✓ Observation of student learning (e.g. learning walks/walkthroughs)</li> <li>✓ Focus group(s) and discussions with students</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SGRP Attainment and Growth</li> </ul>
Five Essentials	Ambitious Instruction
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>1d. Designing Coherent Instruction</li> <li>2b. Establishing a Culture for Learning</li> <li>3b. Using Questioning and Discussion Techniques</li> <li>3c. Engaging Students in Learning</li> </ul>
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	<a href="#">Teaching for Robust Understanding in Mathematics (TRU Math)</a>
✓	<a href="#">Math Practices: What to Look For (Observation Tool)</a>
✓	<a href="#">Checking In: Do Classroom Assignments Reflect Today's Higher Standards?</a>
✓	<a href="#">Student Work Protocol (SCoP)</a>
✓	<a href="#">Slice Protocol – Looking at Student Work</a>

### 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

All staff members must commit to reinforcing high student expectations to ensure that all MDMA students are college or career ready. Partnerships have been developed with Purdue, University of Illinois, IIT, IMSA, Columbia and Northern Illinois University to support our endeavors for all MDMA students to be college and career ready. Middle school students have attended many college trips to expose them to college universities. Each K-8 classroom will adopt and research a university. A college fair will be held in the spring for students to learn about all of the universities that classrooms have researched. Teachers and students wear college or high school t-shirts each Friday to expose students to various colleges and encourage dialogue around universities. Alpha Phi Alpha has adopted MDMA and provides middle school boys with monthly mentoring sessions on the path to college and Brotherhood. Students participate in several engineering competitions that expose them advanced learning experiences. A college board and information table is accessible in the foyer for parents and students to receive information about various colleges and universities. Being an engineering-focused magnet school, MDMA provides all students interested in pursuing a career in engineering countless opportunities to gather information and explore all the different aspects and fields of engineering. Volunteers from engineering firms work with and mentor our students. The students are all exposed to aspects of engineering through the Engineering is Elementary and the Gateway to Technology curriculum.

### Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - Monitor the progress of English learners after transition from services.
  - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, CTE recruitment fairs, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
  - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
    - Use student data and best practices research to develop focused programs.
      - Expand access beyond students who are struggling academically.
      - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
  - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals. Expose students to CTE Pathways around career options
  - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
  - Start the conversation about college in primary grades.
  - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
  - Provide access to 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> grade students.
  - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE),

- Seal of Biliteracy)
  - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
  - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
  - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
  - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
  - Provide opportunities for Dual Credit/Dual Enrollment
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
  - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
  - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
  - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
  - Applying to multiple colleges—generally three or more.
  - Navigating financial aid and capitalizing on grant and scholarship opportunities.
  - Equipping students and families with persistence strategies. (College Persistence Toolkit)
  - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Data on college visits and college fair information</li> <li>✓ Naviance Monthly Data</li> <li>✓ Scholarships earned</li> <li>✓ Artifacts, plans, or timelines related to successful transitions structures</li> <li>✓ To &amp; Through data</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ College Enrollment, Persistence, Drop Out, and Attendance Rates</li> <li>✓ Early College and Career Credentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Supportive Environment</li> </ul>
MTSS Framework	<ul style="list-style-type: none"> <li>Curriculum &amp; Instruction, Family &amp; Community Engagement</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>2b. Establishing a Culture for Learning</li> </ul>
CPS Performance Standards for	<ul style="list-style-type: none"> <li>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> </ul>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> <li>✓ Everything College</li> <li>✓ CPS Advisory Framework</li> <li>✓ Presenting college plans from meeting entry</li> <li>✓ To &amp; Through Toolkit</li> <li>✓ Redefining College &amp; Career Readiness</li> <li>✓ College Scorecard</li> </ul>	<ul style="list-style-type: none"> <li>✓ CPS College Persistence Toolkit</li> <li>✓ Meaningful Linkages Between Summer Programs, Schools, and Community</li> <li>✓ From HS to the Future (CCSR, 2004)</li> </ul>
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

### Instruction:

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

Score

1 **2** 3 4

Each teacher is expected to communicate the learning objective to their students daily before, during and after the lesson and have the daily agenda displayed on the television. Teachers are required to indicated higher order questions into their daily lesson plans to promote student thinking. Students are given an exit slip daily or the thumbs up /thumbs down protocol is used as a daily check for understanding at the conclusion of each lesson. Teachers must submit their flexible groups for math and reading in their weekly lesson plan and engage students in small group instruction daily. Teachers use the NWEA RIT Band data and teacher observation to create flexible groups . The administrative team provides teachers with instructional feedback during formal, informal, and pop-in observations.

### Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
  - Guide students to articulate the relevance of the objective(s) to learning.
  - Anticipate possible student misunderstanding.
  - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.

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

## Evidence, Measures, and Standards

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

### Balanced Assessment & Grading:

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

Score

1 2 **3** 4

MDMA has a school-wide grading scale and weights for each category within Gradebook. Each classroom teacher has a required number of grades for each subject. Students are assessed weekly to determine mastery and guide teacher instruction. Teachers submit student assessments weekly with their assessment log and a reteaching plan to the administrative team. Teachers are required to provide reteaching opportunities to students that do not achieve mastery and enter the grades into Gradebook. MDMA provides parents with students' academic progress data that outlines where the students currently are and targeted goals that are expected for the student to achieve. The school provides parents with clear promotion requirements at the beginning and middle of the school year. The promotion requirements are explained at the open house meeting and grade level specific meetings for 3rd 6th and 8th grades. Parents are provided with an opportunity to sign up for Parent Portal at the school during report card pick up and receive 1:1 training. School wide data is shared at the LSC and PAC meetings along with being displayed in the school window and foyer.

### Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with**

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
Measures	✓ SGRP Attainment and Growth
	Five Essentials: Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	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	81. 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

A MTSS team has been created comprised of teachers from primary, intermediate, upper, special education, and the counselor to review teacher requests for special education. A MTSS document of processes and steps of student interventions has been created. MDMA support staff work with teachers in grades K-2 to provide push-in academic support to students that are at risk for academic failure. Students at risk are engaged in a push in tiered system that includes regular progress monitoring. Students attend the computer lab daily for 60 minutes to receive additional math and ELA support around the CCSS. All students with disabilities are provided opportunities in school and extra curricular activities to interact with regular education students. All of our special education students utilize the inclusion model during the school day both physically and socially. Most interactions between students and staff are respectful . Teachers work hard to provide a rapport with students that is conducive to student achievement.

## Guide for Multi-Tiered System of Supports

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

## Evidence, Measures, and Standards

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

## Expectations for Quality & Character of School Life

6 of 6 complete

### Culture for Learning:

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

### Score

1 2 3 4

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.

MDMA students created a school creed which is read daily as part of the morning announcement. The MDMA creed is as follows: Excellence is my expectation. My duty is to become the best that I can be. I will listen and learn daily. I will accept new challenges and always work hard. I will be responsible for my own actions. I will treat others as I would like to be treated. I believe in myself and my school. Yesterday's difficulties do not determine my victories for today. I determine what I will be. All students are able to recite the creed and understand the meaning of the words. Students are taught Habits of Success which focus on zest, grit, self-control/school work, self-control/interpersonal, optimism, gratitude, social intelligence and curiosity. The school motto is "Excellence is my Expectation" and students are encouraged to live by this motto and apply excellence to everything that they do.

## Guide for Culture for Learning

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

## Evidence, Measures, and Standards

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

### Relational Trust:

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

### Score

1 2 **3** 4

MDMA students created a school creed which is read daily as part of the morning announcement. The MDMA creed is as follows: Excellence is my expectation. My duty is to become the best that I can be. I will listen and learn daily. I will accept new challenges and always work hard. I will be responsible for my own actions. I will treat others as I would like to be treated. I believe in myself and my school. Yesterday's difficulties do not determine my victories for today. I determine what I will be. All students are able to recite the creed and understand the meaning of the words. Students are taught Habits of Success which focus on zest, grit, self-control/school work, self-control/interpersonal, optimism, gratitude, social intelligence and curiosity. The school motto is "Excellence is my Expectation" and students are encouraged to live by this motto and apply excellence to everything that they do.

## Guide for Relational Trust

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

## Evidence, Measures, and Standards

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

### Student Voice, Engagement, & Civic Life:

Score

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

1 2 3 4

Miles Davis offers a wide range of extracurricular activities to all students, including the diverse learners, that includes the arts, sports, engineering, technology, and academic teams.

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

### Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
- **Become informed voters and participants in the electoral process**
  - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
  - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
  - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
- **Engage in discussions about current and controversial issues.**

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

## Evidence, Measures, and Standards

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

According to the MSMSV Survey for 2016-17, the majority of MDMA students state that they feel safe in the school but not outside of the school grounds. Teachers utilize the Second Step Curriculum to teach social-emotional strategies to all students. The school counselor and social worker meet with students regularly to provide counseling wrap around services. MDMA provides students with a calm and quiet environment daily.

### Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
  - Manage classroom routines and procedures to maximize instructional time.
  - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
  - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
  - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)



- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
  - All adults use active supervision (move, scan, and interact) in all settings.
- **Have a voice and take informed action.**
  - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
  - Students initiate and lead some school improvement initiatives.
  - Students participate in democratic decision-making at the school level.
  - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
  - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

## Evidence, Measures, and Standards

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

### Restorative Approaches to Discipline:

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

Score

1 2 3 4

The school adheres to the CPS Code of Conduct using progressive discipline as well as the MDMA school-wide discipline plan. Incentives for good behavior occur regularly with the PBIS & Habits for Success programs. Teachers teach character education and positive behavior through the Second Step curriculum. CHAMPS has been implemented school-wide. According to the 2016-17 My Voice and My School Survey, 95% of parents feel welcomed when they visit the school. The school uses Restorative Justice and ISS as an alternative to suspending students.

### 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)
Evidence	✓ 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

MDMA provides parents with opportunities to become involved in the school community through, awards assemblies, thematic assemblies, family engineering activities, sporting events, etc. Parents can gain information about the academic and safety expectations at the school through open house, LSC/PAC meetings, targeted parent focus groups and specific grade level parent meetings. According to the 2016-17 My Voice, My School Survey, 93% of parents state that the school invites me to meetings and special school events and 92% of parents that were surveyed state that they know the important issues at the school. Teachers are required to send home a parent letter at the beginning of the school outlining their academic and behavioral expectations. Teachers submit a weekly log indicating what communications they have had with parents via phone, email, notes home, or face to face conversations. The administration sends home written correspondence and monthly calendars to the parent regularly. Parent University has been established at MDMA to provide parents access to technology and parent training. Teacher Conferences are well attended by MDMA parents and approximately 84% of parents pick up their child's report card on the conference day. About 100% of our parents have an active account on Parent Portal and regularly communicate with the classroom teacher.

### Guide for Parent and Family Partnership

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

- Provide proactive communication (e.g. parent handbook and resources).
- Partner equitably with parents speaking languages other than English.
  - Information is provided to parents in their native language.
  - Parent meetings scheduled with interpreters present to facilitate participation.

### Evidence, Measures, and Standards

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

### School Excellence Framework Priorities

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

4	Culture of & Structure for Continuous Improvement: Aligned Resources	1	2	3	4	5	<input type="radio"/>
4	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1	2	3	4	5	<input type="radio"/>
4	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	<input type="radio"/>
4	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	<input type="radio"/>

Goals

Required metrics (Elementary)

18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
<b>National School Growth Percentile - Reading</b>					
MDMA has grown in reading growth. The largest number of students grew in 2016-17 and the school saw a decline in 2017-18. The expectation is that students will continue to show growth during the 2017-18 school year. Students will continue to receive individualized instructional opportunities to meet the growth goals outlined and increase student growth by 2 percentiles each year.	94.00	76.00	82.00	84.00	86.00
<b>National School Growth Percentile - Math</b>					
MDMA has grown in math. We anticipate maintaining a consistent level of growth over the next two years. Therefore, we anticipate having a national school growth percentile of 85% by the conclusion of the 2019-20 school year. Students will continue to grow in math through the use of the STEM curriculum and small group instruction.	91.00	86.00	80.00	83.00	85.00
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>					
Teachers have worked with students to create aggressive stretch reading and math goals that will push students to exceed their growth target and thus push the student to meet or exceed their goal. Therefore, by the 2017-18 school year, 65% of our students will meet or exceed national growth norms.	64.10	61.60	65.00	68.00	70.00
<b>African-American Growth Percentile - Reading</b>					
Teachers have worked with students to create aggressive reading and math student goals that will push students to exceed their growth target and thus push the student to meet or exceed their goal. Therefore, by the 2017-18 school year, 65% of our students will meet or exceed national growth norms.	94.00	71.00	82.00	84.00	86.00
<b>Hispanic Growth Percentile - Reading</b>					
N/A	(Blank)	(Blank)	0.00	0.00	0.00
<b>English Learner Growth Percentile - Reading</b>					
N/A	(Blank)	(Blank)	0.00	0.00	0.00
<b>Diverse Learner Growth Percentile - Reading</b>					
Diverse learners receive equitable access to grade level content and personalized support aligned to their IEP, which ensures that all students achieve mastery. Students also receive small group instruction to assist students with individualized instruction in reading and math each day.	(Blank)	(Blank)	98.00	93.00	95.00
<b>African-American Growth Percentile - Math</b>					

MDMA has grown in math. We anticipate maintaining a consistent level of growth over the next two years. Therefore, we anticipate having a national school growth percentile of 85% by the conclusion of the 2019-20 school year. Students will continue to grow in math through the use of the STEM curriculum and small group instruction.

92.00	83.00	72.00	75.00	80.00
-------	-------	-------	-------	-------

**Hispanic Growth Percentile - Math**

N/A

(Blank)	(Blank)	0.00	0.00	0.00
---------	---------	------	------	------

**English Learner Growth Percentile - Math**

N/A

(Blank)	(Blank)	0.00	0.00	0.00
---------	---------	------	------	------

**Diverse Learner Growth Percentile - Math**

Diverse learners receive personalized support aligned to their IEP, which ensures that all students achieve mastery. Students also receive small group instruction to assist students with individualized instruction in reading and math each day.

(Blank)	(Blank)	95.00	90.00	93.00
---------	---------	-------	-------	-------

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

MDMA students are expected to have 84% of students at the 50th percentile or higher in reading at the conclusion of the 2017-18 school year, thereafter student growth will continue at two percent per year.

84.00	84.00	84.00	86.00	88.00
-------	-------	-------	-------	-------

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

MDMA students are expected to have 79% of students at the 50th percentile or higher in math at the conclusion of the 2017-18 school year, thereafter student growth will continue at one to two percent per year.

78.00	79.00	79.00	80.00	82.00
-------	-------	-------	-------	-------

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

MDMA students are expected to have 70% of students at the 50th percentile or higher in reading at the conclusion of the 2017-18 school year, thereafter student growth will continue at two percent per year.

58.00	88.00	70.00	72.00	74.00
-------	-------	-------	-------	-------

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

MDMA students are expected to have 72% of students at the 50th percentile or higher in math at the conclusion of the 2017-18 school year, thereafter student growth will continue at two to four percent per year.

19.00	82.00	72.00	74.00	78.00
-------	-------	-------	-------	-------

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

N/A

(Blank)	(Blank)	0.00	0.00	0.00
---------	---------	------	------	------

**Average Daily Attendance Rate**

The average daily attendance rate has remained stable each year. The school attendance rate has averaged around 95% each year. The school-wide goal is for the school to achieve an attendance rate of 96% by the conclusion of the 2019-20 school year.

95.90	95.10	95.00	95.00	96.00
-------	-------	-------	-------	-------

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

MDMA was moderately organized for the 2016-17 school year and will achieve organized for the upcoming years.

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
---------	---------	---------	---------	---------

Custom metrics

0 of 0 complete

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

Strategies

Strategy 1

If we do...

Provide daily high quality, rigorous instruction in language arts and math instruction and tasks aligned to the CCSS and implement the standards with fidelity and depth. Implement the engineering units aligned to the Next Generation Science Standards and incorporate the engineering design loop throughout the curriculum

...then we see...

Students will work daily collaboratively on engaging, differentiated activities daily that require critical thinking skills and master grade level core content knowledge skills which will be demonstrated through attainment and growth metrics

...which leads to...

A greater number of students 70% meeting and exceeding attainment and growth targets on the NWEA/standardized assessments in reading, science and math.

Tags:

Cognitive demand, Academic achievement, Academic growth, 1 guided reading, Academic mindsets

Area(s) of focus:

1

Action step

Analyze the effectiveness of instruction based on assessment data weekly, every 5 weeks, and quarterly.

Responsible

Admin  
ILT  
Teacher teams

Timeframe

Aug 30, 2018 to  
Jun 21, 2019

Status

Not started

**Assessment, Grading, Cognitive demand**

Students will engage with grade level instruction aligned to the Network 11 Scope and Sequence/CCSS daily. Teacher will create weekly lesson plans that reflect students engaging in peer to peer content discourse in math, science, and reading each day. The classroom teacher will use a minimum one Kagan strategy each day to engage students in learning and ensure accountable talk in small groups. Teachers will involve students in instructional activities that require a higher levels of cognitive demand that deepens their level of understanding far beyond recall and memorization.

K-8 reading, math,  
and science  
teachers

Jul 1, 2018 to  
Jun 21, 2019

Not started

**Cooperative learning, Cognitive demand, Academic expectations, Schoolwide expectation, Lesson plan**

Peer observation for teachers quarterly to observe formative assessments during instruction to address REACH component 3D

Admin  
ILT  
Teacher teams

Sep 17, 2018 to  
Jun 21, 2019

Not started

**Assessment, Assessment design**

Strategy 2

If we do...

If we implement a standard-based (CCSS/NGSS) curriculum aligned to scope and sequence maps,

...then we see...

then students will gain meaningful access to grade level content, core knowledge and skills

...which leads to...

increase in student growth and attainment data.

Tags:

Curriculum, Curriculum maps

Area(s) of focus:

2

Action step

Responsible

Timeframe

Status

The admin will purchase grade-appropriate instructional materials aligned to the CCSS/NGSS for classroom teachers to utilize. Teachers will implement effective instruction utilizing the curriculum maps and approved instructional materials. The admin will ensure equitable access to instructional materials and content for all students.

Admin Teachers

select

Not started

**Curriculum, Curriculum maps, Equitable access**

Teachers will approve instructional materials to address the differentiated needs of all learners in the classroom and engage students in all content areas.

Classroom teachers

Sep 4, 2018 to Jun 21, 2019

Not started

**Curriculum, Differentiated instruction, Instructional material, Equitable access**

Teachers will expose students to skills/content in all subject areas utilizing a variety of media and provide extension opportunities for students to further make connections. Students will be exposed to a variety of texts that are grade appropriate and complex. Teachers will provide students with opportunity to problem-solve and partake in inquiry-based learning. Teachers in their planning will ensure that greater depth of knowledge is achieved through higher order questioning and activities.

Classroom teacher

Sep 4, 2018 to Jun 21, 2019

Not started

**Curriculum, Cognitive demand**

**Strategy 3**

If we do...

...then we see...

...which leads to...

Measure student achievement effectively through cognitively demanding assessments aligned to the Network 11 Scope and Sequence, use data to drive student instruction and student supports, utilize research based grading practices, and provide timely and accurate feedback,

Students will be able to demonstrate their breadth and depth of learning and be motivated to learn on standardized and weekly assessments

There will be 70% of students at attainment and 75% of students will meet their growth target on the NWEA assessment in reading and math

Tags:

Cognitive demand, Grading practices, Academic interventions, Academic growth, Analyze student work, Agency, authority and identity, Grade book audit, Grading expectations, Assessment data analysis

Area(s) of focus:  
3

Action step

Responsible

Timeframe

Status

Teachers will collaboratively meet with the school administration to review current grading policies and weights to identify school wide best practices around student grading that utilize research based grading practices that are equitable for all learners and their various learning styles.

Principal and AP

Aug 30, 2018 to Jun 28, 2019

On-Track

**Grading expectations, Equitable access**

All students will have equitable access to the grade appropriate content. Students receiving a grade below 70% will receive an opportunity for reteaching and reassessment within 4 days of the first assessment. The new grade will be entered into Gradebook as a "R" for reteaching/reassessment.

Teachers

Aug 30, 2018 to Jun 28, 2019

On-Track

**Reteaching, Review, Retake-opportunities, Equitable access**

Teachers will participate in quarterly DDI meetings with the administration around quarterly interim assessments, NWEA, and weekly assessments to drive conversations around instructional effectiveness and identify the root cause of the student data

Principal and AP

Aug 30, 2018 to Jun 28, 2019

On-Track

**Small group instruction, Data walls, Student data analysis, Ddi cycle, Student data talks,**

## Student and teacher conferences

Students will engage in 1:1 meetings with their reading and math teachers twice a year to set realistic aggressive learning goals that promote student agency

Teacher

Aug 30, 2018 to Jun 28, 2019

On-Track

## Data analysis, Data walls, Data conversations

### Action Plan

#### Strategy 1

NOT STARTED

Analyze the effectiveness of instruction based on assessment data weekly, every 5 weeks, and quarterly."

Aug 30, 2018 to Jun 21, 2019 - Admin ILT Teacher teams

### Status history

Apr 28

NOT STARTED

Apr 28, 2018

#### Evidence

District-wide benchmark assessment analysis (NWEA spring and winter) Quarterly interim assessments analysis (every 10 weeks), unit assessment analysis (every 5 weeks) Weekly quiz analysis

NOT STARTED

Peer observation for teachers quarterly to observe formative assessments during instruction to address REACH component 3D"

Sep 17, 2018 to Jun 21, 2019 - Admin ILT Teacher teams

### Status history

Apr 28

NOT STARTED

Apr 28, 2018

#### Evidence

Log of peer observations and feedback

NOT STARTED

Students will engage with grade level instruction aligned to the Network 11 Scope and Sequence/CCSS daily. Teacher will create weekly lesson plans that reflect students engaging in peer to peer content discourse in math, science, and reading each day. The classroom teacher will use a minimum one Kagan strategy each day to engage students in learning and ensure accountable talk in small groups. Teachers will involve students in instructional activities that require a higher levels of cognitive demand that deepens their level of understanding far beyond recall and memorization."

Jul 01, 2018 to Jun 21, 2019 - K-8 reading, math, and science teachers

### Status history

Apr 28

NOT STARTED

Apr 28, 2018

#### Evidence

Teacher lesson plans that reflect student to student discourse

#### Strategy 2



NOT STARTED

The admin will purchase grade-appropriate instructional materials aligned to the CCSS/NGSS for classroom teachers to utilize. Teachers will implement effective instruction utilizing the curriculum maps and approved instructional materials. The admin will ensure equitable access to instructional materials and content for all students."

- Admin Teachers

## Status history

Apr 28

NOT STARTED

Apr 28, 2018

### Evidence

The lesson plan as well as classroom observations will show evidence of the use of the scope and sequence and the approved instructional materials

NOT STARTED

Teachers will approve instructional materials to address the differentiated needs of all learners in the classroom and engage students in all content areas."

Sep 04, 2018 to Jun 21, 2019 - Classroom teachers

## Status history

Apr 28

NOT STARTED

Apr 28, 2018

### Evidence

The lesson plan will indicate which curriculum and instructional materials teachers will utilize to address the different needs of their learners. Additionally, classroom observations will show evidence of this action.

NOT STARTED

Teachers will expose students to skills/content in all subject areas utilizing a variety of media and provide extension opportunities for students to further make connections. Students will be exposed to a variety of texts that are grade appropriate and complex. Teachers will provide students with opportunity to problem-solve and partake in inquiry-based learning. Teachers in their planning will ensure that greater depth of knowledge is achieved through higher order questioning and activities."

Sep 04, 2018 to Jun 21, 2019 - Classroom teacher

## Status history

Apr 28

NOT STARTED

Apr 28, 2018

### Evidence

This action will be evident through observation of lessons and review of the lesson plan

### Strategy 3

ON-TRACK

Teachers will collaboratively meet with the school administration to review current grading policies and weights to identify school wide best practices around student grading that utilize research based grading practices that are equitable for all learners and their various learning styles."

Aug 30, 2018 to Jun 28, 2019 - Principal and AP

## Status history

Apr 28

ON-TRACK

Apr 28, 2018

### Evidence

MDMA Grading Policies and school-wide grading policies and weights

ON-TRACK

All students will have equitable access to the grade appropriate content. Students receiving a grade below 70% will receive an opportunity for reteaching and reassessment within 4 days of the first assessment. The new grade will be entered into Gradebook as a "R" for reteaching/reassessment."

Aug 30, 2018 to Jun 28, 2019 - Teachers

## Status history

Apr 28

ON-TRACK

Apr 28, 2018

### Evidence

Gradebook audits will indicate an "R" for reteaching and reassessment each week for all subjects

ON-TRACK

Teachers will participate in quarterly DDI meetings with the administration around quarterly interim assessments, NWEA, and weekly assessments to drive conversations around instructional effectiveness and identify the root cause of the student data"

Aug 30, 2018 to Jun 28, 2019 - Principal and AP

## Status history

Apr 28

ON-TRACK

Apr 28, 2018

### Evidence

Teachers will create 6 week reteaching plans every quarter to provide reteaching and reassessment opportunities for students. Reassessment plan and weekly student data analysis. Teachers will develop small group RIT band instruction groups and lesson plans for reading and math. Data walls will be displayed in each classroom displaying Dibels and NWEA data.

ON-TRACK

Students will engage in 1:1 meetings with their reading and math teachers twice a year to set realistic aggressive learning goals that promote student agency"

Aug 30, 2018 to Jun 28, 2019 - Teacher

## Status history

Apr 28

ON-TRACK

Apr 28, 2018

### Evidence

Teachers will create small groups for students based upon assessment data and display reading and math student goals on a data wall that will be update each semester.

## Fund Compliance

### Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

## ESSA Program

### ESSA Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

## Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

### Parent and Family Plan

#### Parent and Family Engagement Policy

Complete

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

A parent meeting will be held between August and October that will provide MDMA staff and parents an opportunity to provide input on school data and work to create a plan of action. Follow-up meetings will be held as necessary. A Parent Advisory Board will be developed and will meet monthly. A flyer will be sent home to all parents to invite them to join the advisory board. All interested parents will be invited to participate.

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

A meeting will be held in September or October to inform parents of the Title 1 Program and PAC funds. Flyers will be sent home to parents informing them of the meeting dates and the meetings will be advertised. The Title 1 Annual Meeting will be held on October 3, 2018 at 8:15 am and the Organizational Meeting will be held in October 2018

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

The administration maintains an open-door policy, and all parent suggestions will be heard according to school protocols. A parent suggestion box has been placed in the foyer for parents to provide ongoing input to the school administration.

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.

Parents will receive a copy of their child's performance on NWEA at Report Card Pick-Up in November. Teachers will also receive their student's NWEA scores 2x per year in the Winter and Spring. Teachers and administrative team will be available to review and explain the information to parents.

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.

A letter will be provided to parents if their child has been taught by a teacher that is not "highly qualified". Parents will be invited to the school to discuss the reason for the teacher not being highly qualified with the school administration.

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.

Progress reports are sent home every five weeks so that parents are informed on their child's progress. Parents will receive information on how to sign up for the Parent Portal and view their child's grades. Teachers will also call parents to inform parents their child's progress and phone calls will be recorded on a Communication Log. Workshops will also be held to provide parents information on the Common Core State Standards, NWEA, and how to assist your child at home.

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.

Parent workshops will be held to train parents on how they can best work with their child at home.

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.

A parent volunteer program will be implemented so that parents may volunteer in the morning, lunchroom duty, and outside duty in the afternoon. Parents may obtain a volunteer packet online at cps.edu. The school administration has the final determination on volunteer assignments.

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.

MDMA does not have a preschool program

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.

All information to parents will be sent home with the students. The information will either be in a letter format or flyer format that can be easily read by parents. Information will be sent in English to parents. Information will also be on the MDMA school website. A monthly calendar of school events will also be sent home each month. The phone number of the school and the contact person will be included on all information sent home to parents so that they may call the school or come up to the school with any questions.

#### 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.)

The mission of MDMA is to transform math, science, and engineering teaching and learning by developing students who know the joy of discovering scientific connections using engineering design loop. An innovative approach to learning will be utilized to design practical solutions for real-life problems in an environment that promote teamwork amongst students.

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

Parent-teacher conferences will be held whenever a parent or teacher deems it necessary. Teachers will provide suggestions on how the student may improve and commend students for their positive behavior and grades. There are two scheduled CPS Report Card Pick-Up dates scheduled for November and April of 2018-19.

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

I parents will receive progress reports every five weeks. The progress reports will be sent home with the students along with copies of student work. The parent may also sign up for the Parent Portal to monitor the progress of the student the Gradebook. Parents may also email all MDMA staff through the school website.

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

Staff members are available to meet with parents by appointment and during their scheduled daily prep period. Teachers are available during their preparation periods to return phone calls to parents. There is a parent conference request form in the office parents can complete to request a teacher conference or request the teacher call for a phone conference. All staff are available daily via email.

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

Parents can complete a request to volunteer, according to the available volunteer opportunities, and if they complete the volunteer form successfully. Parents may volunteer to supervise students before and after school and during the lunch/recess period. All volunteer assignments are subject to final administrative approval.

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

Parents will monitor their child's homework and work with staff to ensure that students are completing their homework each evening. Parents may monitor their child's student progress on Parent Portal.

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

Meetings will be held with the administration, parents, and staff with parents regarding the education of their children, as necessary. Parents may call the school office to set up an appointment to meet with the school team. The counselor, nurse, and social worker, are also available to participate and provide input at these meetings.

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

Student incentive programs are in place for student attendance, academic achievement, and student behavior. Student input is solicited to encourage a successful incentive program.

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.

The parents would like to purchase supplies to support flyers sent home to parents to announce meetings. The focus is also to provide parents with workshops from vendors around math, literacy, writing and the NWEA.

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

Account(s)	Description	Allocation	
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$	Amount .00
53405	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$	747 .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)

\$	500	.00
----	-----	-----

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

\$	Amount	.00
----	--------	-----

<p>54205</p>**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.

\$	415	.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
----	--------	-----