Arthur Dixon Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
09/13/2017	Administrators/Teachers/Parents	introductions/review of school vision
09/27/2017	Administrators/ Teachers	Housekeeping/review of data
10/18/2017	administrators/teachers	needs of school
11/20/2017	administrators/teachers	review of 5 essentials data
12/07/2017	administrators/teachers	dok/assessment review
12/21/2017	administrators/teachers	follow up of dok created assessments
01/11/2018	administrators/teachers	NWEA /housekeeping
01/24/2018	administrators/teachers	discuss Nwea Winter data nex steps
02/08/2018	administrators/Teachers/Parents	CIWP
02/22/2018	administrators/Teachers/Parents	CIWP
03/06/2018	administrators/Teachers/Parents	CIWP
03/22/2018	administrators/Teachers/Parents	CIWP/follow up of next steps using winter NWEA data
04/12/2018	administrators/teachers	Off Track data next steps for those students
04/26/2018	administrators/teachers	follow up
05/10/2018	administrators/teachers	NWEA Testing
05/21/2018	administrators/Teacher lead	CIWP follow up

School Excellence Framework

Leadership & Collective Responsibility:

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

Score

1   2   **3**   4

1. The administration along with with teachers and staff have a shared vision and mission that will help with promoting growth and the success of each student making sure they are provided with an optimal level of learning based on our 5 essentials. Each grade level has designated a chairperson to serve as the voice of the team. Common preparation periods will be assigned to each grade level to meet once a week on Tuesday. The grade levels will include general education, special education and administrators. Each team is supported by at least one ILT member. In result of reviewing the dashboard data our off track data reads 49% we want our teachers to collaborate within their grade level teams to discuss strategies for instruction and to analyze formative assessment data. Grade levels are monitored by the grade level chair as well as an administrator. The meetings require to have an agenda that will focus on analyzing data analyze five week assessments to determine whether the students are mastering core content and talk about any grade level specific items. The meetings will ensure that leadership teams create a shared plan to promote student growth and ensure students are meeting and maintaining attainment for NWEA, TRC and M Class. Teacher and leadership meets to discuss and. Leadership is providing teacher leader opportunities to present instructional strategies at network and district level that will help promote student growth and enhance teacher's craft.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

2. To continue to ensure that the ILT is a cohesive unit where there are representatives from all grade levels Pre-k – 8th, departments within the school as well as an administrator. The ILT team meets 2 times per month to discuss school priorities, including analysis Dashboard off track data to monitor the implementation of the school's plan. The ILT members participate in network trainings and have been required to share with grade levels during their grade level meetings. To ensure that teachers are receiving all important information from the Board of Education.

The administration will ensure that the ILT members collaborate to give professional development to entire staff to improve teaching skills with a focus on differentiated/small group instruction), instructional planning (focus on using data to support planning, CCSS for all grade levels, and Learning Continuum), data analysis (Performance Assessment, classroom assessments, and NWEA) on district professional development days. This will ensure to improve teaching and learning through increased collaboration and distributive leadership and at the same time will enable teachers to meet the districts vision of preparing students for College and Career Readiness.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

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

Professional Learning:

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

3. The 5 Essential shows us as being well organized. To ensure that our Culturally Rich Environment as well as our high expectations are consistently being met in the building we uphold a positive professional learning community. It begins with all New hires which includes teachers new to teaching as well as new to the building are provided mentor teachers to help support their transition and understanding of the culture of the building. Teachers will be assigned to the new teachers as well host meetings that will take place once a month which will be led by the Principal as well as the teacher leads. The administration team with the teacher leads will provide the new teachers with Staff development that will be aligned with school or district priorities to implement throughout the school year. The teachers will receive feedback on teaching during formal and informal observations as well as additional peer observations will provided. The meetings will also include teacher demonstration lessons to model evidence based best practices. The purpose is to enhance instruction and increase collaboration among the new teachers. This will enable not only teacher instructional growth but also ensure that students are receiving quality instruction and the teachers are transition to the cultural expectations of the school.

Guide for Professional Learning

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

Evidence, Measures, and Standards

Aligned Resources:

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

Score

1   2   3   **4**

4. As we review our 5 Essentials data, to guarantee that we remain well organized and to support the 49% of students who are off track we are going to make sure our School discretionary funds are aligned to major priorities that focus on programs and resources that are in need to promote student achievement. Those priorities include technology and enrichment programs for Pre-K – 8th grade such as: (After-school enrichment programs, Saturday school, P.B.I.S. incentives, computer software & programs -including Compass Learning, Study Island, Measuring-up Live, Reading Eggs, Coach digital, Khan Academy, Skills Navigator, on-track tutors- and supplementary resources to help aid teacher instruction in reading, math and science that are aligned with Common Core Standards). These programs will be used to increase students' achievement where students are meeting grade level requirements as well as instructional growth as it relates to the NWEA Assessment. The programs will be monitored by the Assistant principal as well as the ILT to ensure that all programs are being implemented throughout the building with fidelity.

Resources will also be distributed to a Reading Interventionist to help support students who are struggling to meet attainment as well as growth. Grades K-4th will receive the additional support/to receive MTSS for core subject areas. The interventionist will train ancillary staff to assist in pull to support and monitor students' progress. The Interventionist will be required to meet with administration

Guide for Aligned Resources

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district) ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagment
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Aligning Resources with Priorities: Focusing on What Matters Most ✓ Instructional Supports ✓ Strategic Source Vendor List ✓ CPS Instructional Time Guidelines: Elementary School Overview ✓ CPS Instructional Time Guidelines: High School Overview ✓ CPS Instructional Block Guidance: K-2 Literacy ✓ CPS Instructional Block Toolkits: Math	

Curriculum:

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

Score

| 1 | 2 | 3 | **4** |

1. As we review our NWEA RIT scores we notice that over 90% of the students are meeting attainment but less than 80% our struggling to meet their growth targets. Our goal is to be able to have 85% of our students to meet their growth targets in reading and math. To ensure that this is taken place our grade level teams have met weekly to discuss CCSS Literacy & Mathematic plans to support all students. Teachers will meet in their grade level teams to discuss about how they can work diligently to make sure that units and lessons are aligned to CCSS (this is shown in weekly lesson plans). The teachers will discuss and provide training on how to unpack and teach to the CCSS standards and also provide training on differentiated instruction and a variety of instructional materials that will challenge and expose students to appropriate levels of text complexity on a daily bases. Through The curriculum map is aligned with the CCSS. Weekly lesson plans include accommodations and modifications for students with disabilities. Teachers are aligning their weekly lesson plans to the PARCC/NWEA assessment and/or incorporate PARCC critical thinking questions
All teachers have and are currently implementing the following: the network's scope and sequence curriculum map, network's pacing guide that include multiple disciplines and assessments. All K-8th grade teachers submit and distribute a yearly syllabus to parents. Most teachers create weekly, bi-weekly or monthly classroom newsletters which helps to keep a line of communication open for parents and students. Classroom teachers and the SpEd teachers collaborate on a daily or weekly basis, per student needs.
Dixon fosters the minds of all learners beyond the classroom through the implementation of the following programs and/or clubs: Culinary Cooking Classes, Chess Club, Poetry(Creative Nation) Club, Barrel of Monkeys Writing Program, Doyles Step-Team,BAM (Becoming a Man), Pretty Inc(Girls Empowerment Group), Beta Club, Students Engaged in Engineer (SEE) and Enrichment tutoring programs for Reading and Mathematics. Dixon offers the following online resources with home-school connection for parents and students: study island, Raz-Kids reading program, reading eggs, measuring up live, compass learning, and MyMath, and Coach Digital.

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	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

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

Instructional Materials:

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

Score

1   2   3   **4**

> 2. Each grade level and departmental team utilizes a variety of instructional material such as, CCSS literacy progress book, study island, compass learning and measuring up, live that is aligned to the CCSS. Diverse learners and students with varied language proficiency levels are provided with instructional materials that meet their individualized needs. Instructional materials such as, CCSS literacy progress book, study island, compass learning and measuring up, were chosen based upon curriculum goals, district and nation-wide standards. Online instructional programs are available to all students (i.e. Compass Learning, Reading Eggs, Study Island, Measuring-up Live,Raz-Kids,, MyMath). Technology is regularly used as an instructional tool for teachers and students (i.e. PowerPoint, interactive demonstrations, audio-visual output, listening centers, labs, chromebooks, ipads, smartboards, camera, televisions, projectors, and sound system). Instructional materials in Literacy vary between teachers but are based upon student goals, curriculum goals, district and nation-wide standards. Instructional materials in other core areas are based upon curriculum goals, district and nation-wide standards. Technology such as PowerPoint's, interactive demonstrations, audio-video, used as a literacy instructional tool for teachers. Instructional materials are chosen based upon curriculum goals, district and nation-wide standards that support ALL learners. Teachers use multi-modalities to address different learning styles through demonstrations, presentations, and technology. Most instruction incorporates instructional materials that can be differentiated by process, content, or delivery. Each grade level and departmental team utilizes a variety of instructional material that is aligned to the CCSS. This is done to supports the 49% of our student population 3rd -8th who are off track(Attendance, grade and also behavior as well as supporting those students who have not met their growth target and not on attainment. The materials are also use for our Diver learning population to support their need of meeting attainment and growth

Guide for Instructional Materials

Instructional materials (including technology) are…..

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

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

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

Score

1   2   3   **4**

3. Our data shows that 85% of our students are performing at or above grade level. To maximize and support continuous growth the PreK-8th grade students are facilitating lessons, on a daily basis, which allows for more student-to-student discourse. Students are asked to utilize higher order thinking skills during math talks, performance tasks, classroom discussions and weekly assessments. Most teachers use real life application scenarios in their weekly assessments, which promote the spirit of college and career readiness. Teachers are implementing small group instruction and guided reading into their daily routine/schedule for both reading and math. School-wide data is immediately shared with all staff via staff meeting, ILT, grade level team meetings, content area meetings, and within individual classrooms. This data is used to drive teacher instruction. Teachers utilize a variety of assessments to gauge student mastery and learning gaps such as ongoing formative and summative assessments. All assessments are aligned to the CCSS as part of their lesson plans. Teachers use computer software or websites to create teacher-made assessments and teachers focus on DOK to create a more rigorous and balanced assessment. increase rigor and to provide access for all students (i.e. compass learning, Measuring-up live, study island, Map Skills Dibles and M Class Math). Methods of assessment vary (multiple choice, extended response, Constituted response, performance task etc.). Accommodations and modifications for diverse learners are included in lesson plans to ensure the needs of every students are addressed Reach, NWEA, Compass Learning, Study Island and teacher-made assessments are available to progress monitor students. A variety of assessments are implemented to help improve students in weak areas. (formal, informal, multiple choice, extended response and open-ended).

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

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

4. To create a culture of educational success our 8th grade students are being accepted into selective enrollment schools at a rate of 45% as well as they are enrolling in college. To create an easy transition to the next level each grade level discussed learning expectations with their adjacent grades. During the last day of school, teachers at each grade meet with students at the grade below to introduce themselves and their curriculum and to get acquainted with their incoming students. Teachers introduce instructional materials at the next grade level during 4th quarter. The school works to ensure students are successful during the transition from/to each grade; with special focus on "benchmark" grades. Our school takes our 8th grade students on a college tour to Atlanta and Alabama. During the tour, they visit 6 universities as well as historical museums and landmarks. Annual High School Fair to connect representatives with parents and students, provide an opportunity to ask questions, and enable parents or students to get additional applications. Most teachers provide students and parents with a summary of where their child is academically and where they need to be in order to be prepared for the next grade level. Parents receive welcome letters from each teacher that sets norms, expectations, and responsibilities at the beginning of the school year. Parents are also given a yearly syllabus which encompasses the CCSS that will be taught and assessed throughout the year. The school provides an orientation at the beginning of each school year for all students who are new to the school. We are John T. Pirie's feeder school for 7th grade. Dixon offers a "shadow day" for the sixth grade Pirie students, prior to enrollment. The Principal and the administrative team offer an informational meeting at Pirie for the 6th grade students and parents. Teachers provide a summer packet to students for the next grade level with a reading list, web-based enrichment program for other subjects (i.e. Study Island), and materials needed for the next grade level. Dixon has an annual Career Day and online tools for students to survey their career interests. 8th graders discuss high school options based on their college and career plans. Dixon also has special days to wear college attire which furthers encouragement for all students. Our school provides counseling services to students to assist with the high school application process and begin to prepare them to make college or career choices.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students

to fall behind or become disengaged from school.

- Monitor the progress of English learners after transition from services.
- Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, CTE recruitment fairs, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
- Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
    - Use student data and best practices research to develop focused programs.
        - Expand access beyond students who are struggling academically.
        - Provide school counseling and postsecondary advising transition support and follow-up during "Summer Melt" and the first year of college.

- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
    - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals. Expose students to CTE Pathways around career options
    - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
    - Start the conversation about college in primary grades.
    - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
    - Provide access to 8th Grade Algebra to all eligible 8th grade students.
    - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
    - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
    - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
    - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
    - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
    - Provide opportunities for Dual Credit/Dual Enrollment
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
    - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
    - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
    - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
    - Applying to multiple colleges—generally three or more.
    - Navigating financial aid and capitalizing on grant and scholarship opportunities.
    - Equipping students and families with persistence strategies. (College Persistence Toolkit)
    - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

✓ Everything College
✓ CPS Advisory Framework
✓ Preventing college plans from melting away
✓ To & Through Project
✓ Redefining College & Career Readiness
✓ College Scorecard

✓ CPS College Persistence Toolkit
✓ Meaningful Linkages Between Summer Programs, Schools, and Community
✓ From HS to the Future (CCSR, 2006)

CPS SCHOOL EXCELLENCE FRAMEWORK   17

Expectations for depth & breadth of Quality Teaching

Instruction:

Score

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

1   2   3   **4**

understanding. They promote the emergence of self-directed learners.

1. Based on the SQRP Dixon shows that 80% of our students are meeting attainment in reading and math. The goal is to increase the number of students to meet their NWEA growth target by 10%. This will be achieved by enforcing quality instruction. The administration's goal is to increase teacher's evaluation ratings to where 90% of the staff will be performing at a proficient level. This will be attained by the Administrative team conducting learning rounds and teachers providing peer observations with a focus on REACH 3b/3a3e (questioning techniques and the gradual release/small group model). This will be implemented by providing feedback to help improve instruction. 100% of all teachers are to implement acceptable gradebook practices that will provide proof of formative and informative assessments are being conducted on a regular basis. Administration and ILT will review Formative and summative assessments in grade book bi-weekly to ensure that they are aligned to the standards. This will be done by regularly monitoring student progress and check for student mastery and reteaching in grade book every week.) Teachers send weekly snapshots of grade book to administration ensure Instruction is being aligned with curriculum map and lesson plans. In the classroom, teachers post the standard learning-based objectives, essential questions, directions, and procedures being taught daily. Through lesson planning and through informal and formal observations most teachers are using the gradual release model, where activities are scaffold using Teacher model, guided Instruction, and independent practice. Most teachers also provide models daily in all subjects through think alouds, use of anchor charts, posting explanations and work, using manipulatives (math and science) and explaining explicitly the expectation for the daily task. Teachers progress monitor, weekly & bi-weekly (DIBELS/Study Island, Measuring up Live , Curriculum based materials, and teacher created assessments. Based on lesson plans, and observations, differentiated and small group instruction is regularly used in the classroom for students who have not mastered specific skills per assessments. Teacher also drive instruction based on RIT range score where students are instructed based on the NWEA learning continuum. Teachers use different questioning techniques, high to low, to promote student learning and growth. Students discourse is used to promote respectful and meaningful conversations based on the learning task/standard. Teachers incorporate daily informal assessments, such as exit slips/quick checks to further guide instruction Teachers are also provided with opportunities to observe in other teacher classrooms to help improve instruction. Teachers have discussions formally and informally during grade level meetings, lunchtime, before and after school to share best practice strategies and resources to help promote academic growth and success. Professional development opportunities such as small group instruction and gradual release model were provided during after school hours and grade level to help improve instruction.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
  - Guide students to articulate the relevance of the objective(s) to learning.
  - Anticipate possible student misunderstanding.
  - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
  - Enable students to contribute to extending the content by explaining concepts to their classmates.
  - Build on students' language development and understanding of content.
  - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
  - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
  - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
  - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
  - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
  - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
  - Provide targeted supports to individual students or groups of students based on their identified needs.
  - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
  - Monitor progress and check for understanding for individual students.
  - Change instructional practice based on analysis of current data.
  - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s.
  - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **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	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ CPS Framework for Teaching with Critical Attributes ✓ CPS Framework for Teaching Professional Learning Modules ✓ CPS Framework for Teaching Professional Learning Opportunities ✓ Special Education Addendum ✓ English Language Learner Addendum	

CPS SCHOOL EXCELLENCE FRAMEWORK   10

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

2. In reviewing our dashboard data it shows that 48% of our students are showing to be off-track. In addition to the dashboard data our standardized assessments shows that our Gen-ed students K- 8th grade are not meeting required growth targets as well as our Diverse Learneing population not meeting their needed growth. To create effective assessments School-wide data such as NWEA, Dibels, TRC are shared with all staff via staff meeting, ILT, grade level team meetings, content area meetings, and within individual classrooms. This data is used to drive instruction. All teachers utilize a variety of assessments to gauge student mastery and learning gaps such as ongoing formative and summative assessments that are teacher created, computer based, or curriculum based books (Progress). All teachers progress monitor students to help improve students achievement. Teachers in grades 3rd-8th use the NWEA Learning Continuum and each students' individual strand scores on the NWEA to formulate groups, instruct the students based on that strand, and give weekly assessment to monitor their progress. Teachers Pre-K-2nd use TRC and Deibels data to differentiate small group instruction and small group quizzes. These assessments are used to help plan and instruct during small group Instruction.All teachers meet weekly to analyze assessments and create higher level thinking questions for upcoming assessments. Based on the Network 12 scope and sequence curriculum map/pacing guide teacher have begun to create PARCC like assessment questions to help students critically think. There are a plethora of resources available where the teachers use computer software or websites to create teacher-made assessments (i.e. Compass Learning, Measure-up Live, Stride Academy Study Island, Learning Farm NWEA, DIBELS Amplified)Methods of assessment vary (multiple choice (part A/B), short answer, extended written response, open ended response, performance task etc.)Accommodations and modifications are included in lesson plans and ongoing collaboration with Special Education and regular education classroom teacher to ensure students with disabilities individual needs are being met.

Guide for Balanced Assessment & Grading

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
✓ CPS Balanced Assessment Framework & Assessment Models ✓ Assessment Design Toolkit ✓ Teacher Made Assessment Basics ✓ Grading principals and guidelines ✓ Great Schools Partnership –Grading + Reporting	

Multi-Tiered System of Supports:

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

Score

1   2   **3**   4

3. To tackle our 49% of students off-track data that have been reviewed from Dashboard MTSS systems are in place to deal with school wide interventions to create a systemic approach to administering screenings, assessments to identify students in need of academic intervention. Based on observations, walk-throughs, learning rounds, and lesson planning all teachers provide universal instruction using Common Core State Standards as a guide and basis for Instruction. Based on instructional tasks such as performance tasks, classroom assignments, NWEA data, informal and formal assessments students are targeted and tiered and provided small group instruction based on their need. Teachers provide administration with tiered groups and interventions that will be used to help drive instruction for all levels of students. Small group instruction is monitored by lesson planning and observations. All teachers and administration monitor students who are considered off track based on their attendance, conduct, or academic grades. All teachers send home bi-quarterly letters explaining to parents the push for students to improve attendance so students' grades can improve. All teachers keep a parent contact log that list the dates and times of meetings, phone calls and letters sent home to off track students. All teachers grades 2nd through 8th send home letters to parents explaining their child's NWEA scores and their child's end of the year RIT goal. Teachers also send home a list of possible at home interventions to help their child reach their goal along with the NWEA vocabulary list for their child's RIT range. All teachers send home a second letter to parents of students who are below grade level attainment in NWEA with a list of online resources that students can use to prepare for the end of year NWEA test. All primary teachers send home letters to parents describing their child's Dibels, TRC, and M Class scores and their goals for the end of the year. Along with that letter primary teachers provided a list of resources that students can use at home to improve their scores. Based on administrative observations and lesson planning, teachers use interventions to provide intensive, systematic reading and math instruction daily in small groups on RIT scores in NWEA per Strand and from the Core Instruction (CCSS). Students are assigned activities based on their level to promote academic growth.

Guide for Multi-Tiered System of Supports

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
    - Intervene in a timely and effective way to help students who are struggling.
    - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
    - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
    - Empower student to advance their learning.
    - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
    - Classrooms are student-centered with student agency.

- Each student has the opportunity to advance upon demonstrating mastery.
  - **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
    - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
  - **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
    - Monitor students requiring and receiving targeted and intensive instruction/interventions.
    - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
    - Determine appropriate interventions for students or groups of students not making adequate progress.
    - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
  - **TIER 2 & 3 – Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
    - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
  - **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life   6 of 6 complete

Culture for Learning:

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

Score

1   2   **3**   4

1. According the Five Essentials, students are reminded daily to be responsible, respectful, and in control during morning announcements and in each class through a school wide points system. To guarantee that we remained well organized for our Five Essentials we have implemented Peer monitors and a system of hallway expectations help students to maintain positive behavior in the halls. Teachers communicate regularly with parents via phone, email, or text, as well as parent meetings or workshops, to address respect and rapport in the school building. Respect for and awareness of different cultures is demonstrated through using a wide array of literature and informational texts from around the world, viewing various student news programs, incorporating a world language academic program (Spanish), as well as a Black Studies program. Conflict resolution training and positive decision-making strategies are provided annually to 3rd-8th grade students by the police district and/or local ministries. Teachers implement restorative practices which help promote self-discipline and accountability. The school uses a PBIS point system as a school wide behavior management program to promote positive, expected behavior outcomes among the student body. Teachers analyze student data on a continuous basis which is used to drive instruction and ensure meaningful and intentional teaching is taking place. Students are required to know their current NWEA scores as well as their goals for the next window of testing. Parents are provided an individualized action plan which includes strategies that can be utilized both at home and at school to continue to extend student thinking and learning.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (cps.edu/sel) ✓ ASCA Mindsets & Behaviors	

Relational Trust:

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

Score

1   2   **3**   4

2. According the Five Essentials, tremendous value is placed on respect for self and others in an attempt to foster healthy relationships between students and staff members. All students' cultural and academic differences are respected creating a culture of trust that encourages the respectful sharing of ideas. It also creates a sense of trust that all individuals including students ideas will be honored and thoroughly considered, no matter how different they are from what is considered "normal." School- wide professional developments are provided at the beginning of school year to empower the staff with tools required to positively address the unique academic and social-emotional needs presented by students. The social worker has a strong presence in the building to help support the personal needs of individual students or student groups. Mentoring programs have been put in place for upper grade students to foster a healthy lifestyle as well as educate students below their particular grade levels. This education extends to both positive academic and social behaviors that will facilitate the success of younger students as they ascend to the upper grades. Additionally, gender-specific mentoring programs encourage the empowerment of both male and female students.

Guide for Relational Trust

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
MTSS Framework	Shared Leadership, Family & Community Engagement
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate
Now WHAT? Materials to Support Improvement Planning	
✓	Social Emotional Learning Supports (cps.edu/sel)
✓	Trust in Schools: A Core Resource for School Reform (ASCD)
✓	Creating a School Community (ASCD)

Student Voice, Engagement, & Civic Life:

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

Score

1   2   **3**   4

3. To uphold the five essentials and at the same time support those students who are off-track academically, attendance and socially we have provided resources for students who are interested and engaged in learning, investing in their school, and contributing to their community. Dixon provides early and ongoing exposure to a wide range of extracurricular activities and rigorous courses and programming. Our extracurricular programs provide a safe setting for all students to support academic growth. At Dixon there are a multitude of exposure available (i.e., Saturday School, After-School Academics, Culinary Cooking Classes, Chess Club, D.O.Y.L.E.S Step-Team, BAM (Becoming a Man), Basketball, Volleyball, Cross-Country, Track, Intramural sports, Pretty Inc (Girls Empowerment Group), Carnival, Junior Beta Club, , Students Engaged in Engineer (SEE)). The school also works to ensure students are successful during the transition from/to each grade; with special focus on "benchmark" grades. Our school takes our 8th grade students on a college tour to Atlanta and Alabama. During the tour, they visit 6 universities as well as historical museums and landmarks. Students continuously review NWEA data and college readiness correlation and set goals (TRC and Mclass Math data for primary students). Intermediate and upper grade students are provided with agenda books and binders to help them organize and keep track of assignments, projects, and due dates. Students also engage in projects that require research and presentations both individually and as a group.

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

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

4. According to the 5Essentials Survey and Report, there is an upward trend in students' feelings about safety at Dixon and scores are currently in the strong range bordering on neutral. Over eighty percent of students feel safe within the school classroom, hallways, and bathrooms. Over sixty-five percent of students feel safe around the school and traveling between home and school. As a means to increase students' feeling of safety and order within the building, the third floor has implemented the H.A.L.L. program to provide weekly rewards for classrooms meeting the hall expectations. Dixon has a police officer and security guard in the building to provide a safe environment. The security guard is stationed at the front door and monitors all action coming in and out of the building and also does periodic walks throughout the building to ensure safety. In addition to that a police officer is stationed on the third floor hallway located in an accessible location to further monitor the hallway and bathrooms during instruction and transition on a daily basis. The police officer also take periodic walks throughout the building for monitoring and ensuring safety of the students. At the conclusion of the school day, school security/police officer and staff members are stationed outside the school building to monitor students to ensure they are safe as they transition home. Throughout the entire building, Positive Behavior Intervention Systems (P.B.I.S.) has continued to provide consistent structure and a common language for behaviors in each part of the school building, in addition to a foundation for quarterly behavioral incentives. Furthermore, most individual classrooms have rewards systems for meeting or exceeding classroom behaviors and expectations at least monthly. In terms of communicating the structure and expectations of Dixon to parents, students and staff, the administration provides separate student and staff handbooks every year, in addition to at least one parent meeting per grade level within the first month of school. Also written communication are sent home or posted via website to ensure safety and expectations of student behavior. Although Dixon has many approaches to establishing a safe and orderly environment, we continue daily to implement new strategies that will help to improve discipline and safety concerns to decrease student suspensions and misconducts and increase a more positive school environment.

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
  - Manage classroom routines and procedures to maximize instructional time.
  - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
  - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
  - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
  - All adults use active supervision (move, scan, and interact) in all settings.
- **Have a voice and take informed action.**
  - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
  - Students initiate and lead some school improvement initiatives.
  - Students participate in democratic decision-making at the school level.
  - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
  - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ MVMS score – "Safety" ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	✓ Social Emotional Learning Supports (cps.edu/sel)

Restorative Approaches to Discipline:

Score

1　2　**3**　4

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

5. Per the 49% of students in Dashboard who are off-track, Dixon has increased its use of in-school suspension and decreased out-of-school suspensions since last school year. Overall, Dixon has had a decrease in school suspensions since April of last school year. After students have received discipline for negative behavior, the administrator, parent(s), and student meet to create a reintegration plan. During the reintegration meeting the students discuss with administrators and parents ways that they will avoid conflict and improve their behavior. As a means to reinforce positive behaviors, the school has established monthly meetings for male students in the upper grade to discuss hot topics, such as relationships and respect for their developmental stage. The 7th and 8th grade girls also have monthly meetings about relationships, self-esteem, and respecting each other. Also the 6th through eighth graders have also had assemblies about safely using the internet and cyber bullying. Also, 8th grade peer mentors have been assigned to a target group of 7th grade students to implement positive behaviors interventions on a peer level, with weekly check-in Also, the administration has extended administrative conferences with parents and students to sometimes include further monitoring and discussion to keep the students on-track and issues resolved. Several upper grade classrooms have utilized peace circles to resolve student conflicts, but it has been conducted by one formally trained teacher about 8-10 times this year. The entire school also participates in a team building activity called, "pass the clap" where students are able to bond with their class. A P.B.I.S. team has been established to discuss ways to improve behavior throughout the entire school, and the P.B.I.S. team selects incentives to celebrate students' positive behavior. However, the restorative justice practices are relatively new and do not have an established protocol at this time. The teachers have received multiple half-day professional developments on restorative practices and how to perform peace circle and other restorative justice practices. The staff will continue to receive trainings on effectively using restorative practices. Also, data on discipline is not consistently documented, communicated, or reviewed by ILT team to make determinations on effectiveness of current practices.

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

Parent and Family Partnership:

Score

1   2   **3**   4

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

6. According to the 5Essentials Survey and Report, Dixon has a strong parent partnership. 90% of parents and teachers felt that they were partners in educating children. 95% of teachers and parents felt that Dixon teachers work hard at building relationships with parents, as well as teachers being respected by parents, bimonthly PAC meetings, on-going teacher newsletters per classroom teacher's discretion (some weekly and others monthly or quarterly), yearly distribution of a syllabus per teacher by subject for parents to support their child's instructions, and attendance phone calls weekly. Administration continues to provide each teacher a phone extension to enable mutual communication system for the parents to leave phone messages, in addition to email or notes, with a standard 24-48 hour turnaround. Teachers and administration monitor parent partnerships through teacher communication logs (text, phone, email), phone blasts, attendance during parent nights, report card pick up, and documentation from meetings. Dixon also has a website that is constantly in use/updated weekly for parents to be aware of all the important dates that need to be remembered. Also the website is used as a tool for communication for parents and and staff for email communication. Teachers also update their page with weekly newsletters and the happenings in the classroom/school. This is a great communication tool that helps keeps the parents abreast of all the "Whats happenings in the school.

Guide for Parent and Family Partnership

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

- **Partner equitably with parents speaking languages other than English.**
  - Information is provided to parents in their native language.
  - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

School Excellence Framework Priorities

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

4	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 ⊘
4	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 ⊘
4	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ⊘
4	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 ⊘

Goals

Required metrics (Elementary)

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
Because a high percentage of our students are high performing students will be grouped using standard base instruction :common core standards, using standardized testing, benchmark assessments, weekly assessments and teacher created five week assessments to increase growth in reading by 5 percent.	97.00	99.00	85.00	99.00	99.00
National School Growth Percentile - Math					
Because our Students are on various levels students will be grouped using standard based instruction: common core standards, using standardized testing, benchmark assessments, khan Academy activities, weekly assessments and teacher created five week assessments, there should be and increase in student growth on benchmark assessment by 5 percent.	72.00	99.00	85.00	99.00	99.00
% of Students Meeting/Exceeding National Ave Growth Norms					
Due to the fact that our students are higher performing They have an understanding of the what questions, our students are getting more higher and college bound questions teachers will ask more critical thinking questions, using open ended questioning, DOK and blooms level of questioning, providing more balanced assessments, more independent projects for higher performing students to help challenge their thinking this should improve ratings on 3b question and discussion f by 10 percent and see more students meeting growth percentiles by 5 percent.	68.30	80.70	75.00	85.00	90.00
African-American Growth Percentile - Reading					
Due to the fact that we some lower performing students, students will I be grouped according to need. Grouping students based on standardized assessment (NWEA), benchmark assessments, progress monitoring, weekly assessments and five week assessment to increase student growth by 5 percent.	97.00	99.00	80.00	99.00	99.00
Hispanic Growth Percentile - Reading					
Hispanic Growth Percentile - Reading (NA)	(Blank)	(Blank)	99.00	99.00	99.00
English Learner Growth Percentile - Reading					
Due to the fact that our ELL students have a deficit understanding academic vocabulary teachers staff and or administrators will provide ongoing communication between gen. ed teacher and diverse learner teacher to help build vocabulary and also provide a parent night for the ELL students to determine the family needs and Translate school wide communication for parent/student to stay informed . Effective collaboration should increase ELL students reading vocabulary by 3 percent.	(Blank)	(Blank)	99.00	99.00	99.00
Diverse Learner Growth Percentile - Reading					

Because our diverse learners are not meeting growth targets gen ed and diverse learner teachers will collaborate weekly with an emphasis on test taking skills for retaining information and provide students with scaffolding resources that helps build retention and increase student performance and to ensure students are receiving accommodations and modifications in gen ed classrooms to increase reading growth by 3 percent.	90.00	99.00	75.00	80.00	85.00

African-American Growth Percentile - Math

Because teachers are aligning resources to meet the individual needs and learning targets of students in small groups using data from Khan learning continuum, Khan Mappers, benchmark assessments, weekly assessments five week assessments, progress monitoring, standardized testing, and skill navigator there will be an increase in overall math growth by at least 5 percent,	72.00	99.00	85.00	99.00	99.00

Hispanic Growth Percentile - Math

Hispanic Growth Percentile - Math (NA)	*(Blank)*	*(Blank)*	99.00	99.00	99.00

English Learner Growth Percentile - Math

Because our ELL students have a deficit in the understanding of academic vocabulary there will ongoing communication with gen ed and diverse learner teacher to build vocabulary to help with real world application and problem solving. A parent night for the ELL students to determine the family needs and provide translations for school wide communication for parent/student to stay informed . Effective collaboration should increase ELL students math vocabulary and real world application and problem solving by 3 percent.	*(Blank)*	*(Blank)*	99.00	99.00	99.00

Diverse Learner Growth Percentile - Math

Due to the fact that our diverse learner students are not meeting growth requirements in math there will be an ongoing communication between diverse learners and general ed. teachers to ensure accommodations and modifications are being met, providing small group instruction, ensuring students are exposed to grade level standards to increase math overall percentage by 3 percent.	78.00	97.00	75.00	98.00	99.00

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

Because our students are higher performing teachers will provide small group instruction using heat map and NWEA Map growth reports for all students based.on need to help maintain students at attainment and see and increase in attainment by 5 percent.	89.00	96.00	85.00	97.00	98.00

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

Due to the fact we have high performing students and some lower performing students teachers will Provide small group instruction using heat maps and NWEA Map growth reports, Map skills activities, weekly assessments and benchmark assessments This will help to increase overall attainment by 5 percent in grades 3 through 8th.	78.00	95.00	85.00	96.00	97.00

National School Attainment Percentile - Reading (Grade 2)

Because there are achievement gaps from second to third grade third and second grade teachers will collaborate about instruction and data: how to use the data to drive instruction, providing small group instruction using TRC data, benchmark assessments, weekly assessments and and progress monitor. to meet the need of the students by individualizing instruction This should help increase reading attainment by 5 percent.	84.00	92.00	80.00	94.00	96.00

National School Attainment Percentile - Math (Grade 2)

| Because there are achievement gaps between second to third grade teachers will have ongoing collaboration between grade level teams to provide smooth transitions to the next grade level. collaboration meetings about how to drive instruction using benchmark assessments,.such as M Class math and weekly assessments. This should help to narrow achievement gap and see an increase of attainment by 5 percent in second grade. | 70.00 | 79.00 | 80.00 | 81.00 | 83.00 |

% of Students Making Sufficient Annual Progress on ACCESS

| % of Students Making Sufficient Annual Progress on ACCESS | (Blank) | (Blank) | 99.00 | 99.00 | 99.00 |

Average Daily Attendance Rate

| Because our attendance rate could be at a higher percent we will provide Ongoing classroom and school wide incentives to help improve attendance. send home off track letters to inform parents of students attendance rate. This should help to increase attendance rate by 2 percent. | 96.30 | 96.00 | 97.00 | 97.00 | 98.00 |

My Voice, My School 5 Essentials Survey

| Due to the fact that teachers and staff works collaboratively with students and parents our school is well organized, We will continue to create a culture where the voices or students are heard and implementing more restorative practices to allow students to feel safe to communicate with all teachers and staff members there should be a decrease of 5 percent with misconducts and suspensions and also parental involvement increase of 5 percent. | (Blank) | (Blank) | (Blank) | (Blank) | (Blank) |

Custom metrics

1 of 1 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
Rigorous Instruction					
Our school continues to improve challenging our higher performing students	(Blank)	(Blank)	99.00	99.00	99.00

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
Provide teachers with professional development on the MTSS problem solving process (1.) Define the problem, 2.) Problem Analysis, 3.) Plan implementation, 4.) Plan Evaluation) to meet the needs of all students. The teachers will focus on and analyze both ELA and Math assessment data to target varying levels of interventions, such as grade level and classroom deficits to determine if students in core, small group and Differentiated Instruction are being addressed in all three tiers. For both general and special education.	Teachers utilizing the problem solving process to determine next steps of the problem solving process. Data driven instruction in the classroom as well as differentiated instruction. If the students continue to take the NWEA, then, we'll also see which student mastered a particular standard. Finally (but not limited to) , we will see small group instruction that focuses on the students RIT goal strands. Providing the teachers with the ability to adequately group their students and progress monitor their learning on a weekly, bi-weekly and district-wide assessments.	90% of teachers engaged in analyzing assessment data that leads to a minimum of 85% of students in grades 3-8 meeting EOY NWEA.

Tags:
MTSS, Interventions, Differentatied instruction, Small group instruction, Multi tiered support systems

Area(s) of focus:
3

Action step		Responsible	Timeframe	Status
The MTSS team will undergo extensive training on the MTSS problem solving process. focusing on both mathematics and ELA. The team will conduct professional development for teachers to understand how to analyze their classroom data and provide varying levels of interventions, particularly for Tier 2 and Tier 3 students. The data analysis will also provide the teachers with information on whether or not "core instruction" is being implemented successfully.		MTSS Team	Aug 29, 2018 to Jun 30, 2020	Not started

Professional development, Instructiion, Multi-tiered support systems

During the grade level meetings, an MTSS team lead will guide the teachers through the process of looking at their classroom data, organizing the students in the 3 Tiers (according to MTSS) and using the District-wide data (NWEA or PARCC as the base-line for the Tiers. The Tiers (grouping) will be flexible, based upon the student growth, therefore, each teacher will take turns presenting their classroom data from 5-week assessments and develop a plan of action that specifies student mastery of the standards, interventions implemented, the time each Tier is receiving small group instruction and the success rate of student mastery of the standard.	Principal Asst Principal teachers	Sep 11, 2018 to Jun 30, 2020	Not started

MTSS, Interventions, Assessments, Multi-tiered support systems, Groups

Strategy 2

If we do...	...then we see...	...which leads to...
Teachers have been creating assignments, quizzes, and 5-week benchmark assessment using a variety of higher and lower leveled questions using the Depth of Knowledge (DOK) and Blooms Taxonomy. Teachers have been creating questions that include a variety of level one, two, three, and four questions based on the DOK. Teachers will continue to differentiate to meet the needs of all students and still include a variety of leveled questions in all classes. If we continue to meet weekly to analyze student work and assessment questions, teachers will be able to create more rigorous assignments that promote critical thinking. We will continue to research articles and receive professional development on promoting critical thinking questions, and creating a variety of rigorous ways to push students learning. We also will continue to monitor gradebook weekly to ensure alignment to network curriculum map, assessments and gradebook	An increase in teachers' ability to create and pose more critical thinking questions and create more rigorous task, quizzes, and assessments for students. We will see higher expectations in all classrooms in all grades, and promote students to challenge their thinking. Also see grade book up to date following curriculum maps and aligned to assessments.	90% of teachers engaged in creating more rigorous instruction through an increase of critical thinking on all tasks, quizzes, and assessments and that leads to a minimum of 85% of students in grades 3-8 meeting EOY NWEA in math and reading. Also 95 percent of teachers which will have an alignment to gradebook, curriculum maps and assessments.

Tags:
Differentatied instruction, Dok, Balanced grading and assessment, Instruction planning, Academic rigor, Criticial thinking, Assessment and grading, 3b, Academic acheivement

Area(s) of focus:
2

Action step		Responsible	Timeframe	Status
Teachers will meet weekly to analyze 5-week assessment data and student work samples from weekly skill quizzes or task. Teacher teams will use the Depth of Knowledge (DOK) and Blooms Taxonomy to analyze questions help teachers improve tasks.		Grade level chair, Teachers, and Principal	Oct 10, 2018 to Jun 30, 2020	Not started

Grade level meetings, Balanced grading and assessment, Academic rigor, Criticial thinking, Assessment and grading, 3b

Action step	Responsible	Timeframe	Status
Teachers will be provided with professional development on pushing students to critically think and increase rigor through after school, grade level, and teacher professional development day trainings.	Principal Asst Principal Teacher leads	Nov 2, 2018 to Jun 30, 2020	Not started

Professional development, Rigorous tasks, Component 4d

Administrators will conduct Learning Walks, and analyze teacher's weekly quizzes and 5-week assessments and instruction to ensure instructing with fidelity.	Principal Asst Principal ILT Teacher leads	Sep 10, 2018 to Jun 30, 2020	Not started

Assessments, Learning walk, Instructional walk

Communicate the expectation for more rigorous task and assessments and how to use a variety of levels of DOK questions on all task, quizzes, and assessments	Principal Asst Principal grade level chairs ILTmembers	Aug 29, 2018 to Jun 30, 2020	Not started

Instruction, Rigorous tasks, Assessments, Dok

Teachers will meet across grade levels based on the subjects they teach (math, reading, science, etc.) to share resources and help each other create more rigorous critical thinking questions/tasks.	Teachers Math leads Science leads Reading leads	Sep 11, 2018 to Jun 30, 2020	Behind

Instructional material, Rigorous tasks, Grade level meetings, Rigorous instruction

Teachers will Analyze grade book in grade level meetings using network 12 grade book monitoring tool to ensure up to date alignment from the network curriculum map to instruction and assessments	Grade level team Principal Asst Principal Teacher lead	Sep 11, 2018 to Jun 30, 2020	Not started

Curriculum Design, Assessments, Gradebook, Alignment

Strategy 3

If we do...	...then we see...	...which leads to...
set and communicate high expectations, promote positive relationships between students, staff, and parents, provide a range of learning experiences, and implement a school-wide/classroom attendance incentive policy	a focus on quality instruction and quality interactions, students excited about coming to school, students actively engaged in classroom discussions, students making good choices, teachers incorporating a variety of learning structures and active participation opportunities during instruction, and teachers creating agency so that students take pride in their work	a decrease in school suspension rates by 10%, an increase in student attendance with a goal of 97%, and an increase in on-track student data

Tags:
Culture of learning, 2b, Attendance incentives

Area(s) of focus:
1

Action step	Responsible	Timeframe	Status
Staff will be provided with professional development to enhance knowledge of restorative practices, social emotional learning, and positive reinforcement.	Principal Assistant Principal Consultants	Aug 29, 2018 to Jun 30, 2020	Not started

Restorative approaches, Social emotional, Positive reinforcement

Offer extra-curricular activities that give students additional motivation to attend school.	Staff Community Organizations	Sep 4, 2018 to Jun 30, 2020	Not started

Motivation, Extracurricular

Provide school-wide surprise incentives, competitions, and celebrations for students with an average of 97% attendance	Administrators Teachers	Sep 4, 2018 to Jun 30, 2020	Not started

Attendance, Motivation, Incentives

provide professional developments to staff and teachers on the implementation of peace circles to help decrease negative student behavior.	Principal Asst Principal consultant	Aug 30, 2018 to Jun 30, 2020	Not started

Professional development, Behavior supports, Social emotional learning

Incorporate school-wide academic celebrations for students who have shown significant progress, students that have maintained high academic standards, as well as teachers who have demonstrated evidence of excellence.	Administrators Teachers	Aug 29, 2018 to Jun 30, 2020	Not started

Academic expectations, Academic support, High expectations, Academic achievement

Increase parent and community involvement in supporting school-wide functions.	Administrators Teachers Counselor	Sep 4, 2018 to Jun 30, 2020	Not started

Parent partnerships, Parent engagement, Community partnerships

Establish partnerships with high schools and outside programs to help students develop long-term asprationall goals.	Counselor Teaacher	Aug 29, 2018 to Jun 30, 2020	Not started

Partnerships, Academic supports

Action Plan

Strategy 1

NOT STARTED

The MTSS team will undergo extensive training on the MTSS problem solving process. focusing on both mathematics and ELA. The team will conduct professional development for teachers to understand how to analyze their classroom data and provide varying levels of interventions, particularly for Tier 2 and Tier 3 students. The data analysis will also provide the teachers with information on whether or not "core instruction" is being implemented successfully."

Aug 29, 2018 to Jun 30, 2020 - MTSS Team

Status history

May 21

NOT STARTED   May 21, 2018
Evidence
agendas handouts

NOT STARTED

During the grade level meetings, an MTSS team lead will guide the teachers through the process of looking at their classroom data, organizing the students

in the 3 Tiers (according to MTSS) and using the District-wide data (NWEA or PARCC as the base-line for the Tiers. The Tiers (grouping) will be flexible, based upon the student growth, therefore, each teacher will take turns presenting their classroom data from 5-week assessments and develop a plan of action that specifies student mastery of the standards, interventions implemented, the time each Tier is receiving small group instruction and the success rate of student mastery of the standard."

Sep 11, 2018 to Jun 30, 2020 - Principal Asst Principal teachers

Status history

May 21

NOT STARTED

May 21, 2018
Evidence
action plan small group observations spread sheet for grouping data break down from 5 week assessments

Strategy 2

NOT STARTED

Teachers will meet weekly to analyze 5-week assessment data and student work samples from weekly skill quizzes or task. Teacher teams will use the Depth of Knowledge (DOK) and Blooms Taxonomy to analyze questions help teachers improve tasks."

Oct 10, 2018 to Jun 30, 2020 - Grade level chair, Teachers, and Principal

Status history

May 21

NOT STARTED

May 21, 2018
Evidence
Agendas from meeting, test data, and submitted copies of the 5-week assessments

NOT STARTED

Teachers will be provided with professional development on pushing students to critically think and increase rigor through after school, grade level, and teacher professional development day trainings."

Nov 02, 2018 to Jun 30, 2020 - Principal Asst Principal Teacher leads

Status history

May 21

NOT STARTED

May 21, 2018
Evidence
Professional development agenda and handouts

NOT STARTED

Administrators will conduct Learning Walks, and analyze teacher's weekly quizzes and 5-week assessments and instruction to ensure instructing with fidelity."

Sep 10, 2018 to Jun 30, 2020 - Principal Asst Principal ILT Teacher leads

Status history

May 21

NOT STARTED

May 21, 2018
Evidence
Submitted assessments and walk-through notes and grade book entries

NOT STARTED

Communicate the expectation for more rigorous task and assessments and how to use a variety of levels of DOK questions on all task, quizzes, and assessments"

Aug 29, 2018 to Jun 30, 2020 - Principal Asst Principal grade level chairs ILTmembers

Status history

May 21

NOT STARTED | May 21, 2018
Evidence
Grade level meetings agendas and handouts

BEHIND

Teachers will meet across grade levels based on the subjects they teach (math, reading, science, etc.) to share resources and help each other create more rigorous critical thinking questions/tasks."

Sep 11, 2018 to Jun 30, 2020 - Teachers Math leads Science leads Reading leads

Status history

May 21

BEHIND | May 21, 2018
Problem
Root Cause
Next steps

NOT STARTED

Teachers will Analyze grade book in grade level meetings using network 12 grade book monitoring tool to ensure up to date alignment from the network curriculum map to instruction and assessments"

Sep 11, 2018 to Jun 30, 2020 - Grade level team Principal Asst Principal Teacher lead

Status history

May 21

NOT STARTED | May 21, 2018
Evidence

Strategy 3

NOT STARTED

Staff will be provided with professional development to enhance knowledge of restorative practices, social emotional learning, and positive reinforcement."

Aug 29, 2018 to Jun 30, 2020 - Principal Assistant Principal Consultants

Status history

May 21

NOT STARTED | May 21, 2018
Evidence
Professional development agenda and handouts

NOT STARTED | Offer extra-curricular activities that give students additional motivation to attend school."

Sep 04, 2018 to Jun 30, 2020 - Staff Community Organizations

Status history

May 21

NOT STARTED | May 21, 2018
Evidence

An increase in student attendance An increase in the number of students involved in extra-curricular activities

NOT STARTED   Provide school-wide surprise incentives, competitions, and celebrations for students with an average of 97% attendance"

Sep 04, 2018 to Jun 30, 2020 - Administrators Teachers

Status history

May 21

NOT STARTED   May 21, 2018
Evidence
Increase in student attendance school-wide Decrease in the amount of off-track students for attendance

NOT STARTED
provide professional developments to staff and teachers on the implementation of peace circles to help decrease negative student behavior."

Aug 30, 2018 to Jun 30, 2020 - Principal Asst Principal consultant

Status history

May 21

NOT STARTED   May 21, 2018
Evidence
hand outs agendas documentation of peace circle implementation

NOT STARTED
Incorporate school-wide academic celebrations for students who have shown significant progress, students that have maintained high academic standards, as well as teachers who have demonstrated evidence of excellence."

Aug 29, 2018 to Jun 30, 2020 - Administrators Teachers

Status history

May 21

NOT STARTED   May 21, 2018
Evidence
Students of the Month awards and Teacher of the Month awards

NOT STARTED
Increase parent and community involvement in supporting school-wide functions."

Sep 04, 2018 to Jun 30, 2020 - Administrators Teachers Counselor

Status history

May 21

NOT STARTED   May 21, 2018
Evidence
Parent Surveys Academic Workshops agenda and handouts Cultural Connection volunteers Open House sign-in sheets

NOT STARTED   Establish partnerships with high schools and outside programs to help students develop long-term asprationall goals."

Aug 29, 2018 to Jun 30, 2020 - Counselor Teaacher

Status history

May 21

NOT STARTED   May 21, 2018
Evidence
Letters of recommendation Scheduled high school visits Career-based field trips for onsite learning

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

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

ESSA Program

◉ ESSA Schoolwide Program

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

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

○ ESSA Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I

funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.
○ Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy   Complete

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

> The school will provide bi monthly LSC meetings to not only meet district requirements but to allow the parents to voice to collaborated on school improvement. Parents will also be invited to to additional parent meetings such as LSC,PTA and additional activities that require parental support where they can share in decisions that impact the school.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

> We will host a meeting for parents to explain what the Title I program is and how parents can become involved in the Title I program. An explanation of the school's participation, Title I requirements, what participation in Title I programming means, how to become involved in the school's programs and ways and how the parents will be allotted the opportunities to express their suggestions and make decisions about the education of their children. The projected date of the Annual Title I meeting will be September 26, 2018 @ 5:00 pm and Title I PAC Organizational Meeting is October 24, 2018 @ 5:00pm. Parents will be notified by using many mediums including Fliers, parent letters, announcements, as well as telephone communication to parents and school created monthly calendars.

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

> The school will create a team that will consist of teachers and the assistant principal that will be responsible for listening to the suggestions and concerns of the parents. The team will deliberate with the parents and provide solutions that may include various training and workshops. The team will meet with the Principal and begin contacting the necessary people that will be needed to implement a successful workshop, training or informational. The school will also share information and suggestions with staff.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

> The school will issue out all important information pertaining to the state assessment during Open House and report card pick-up. The school will formulate a letter that will be given to each student prior to the distribution of scores, stating the student's academic level with written interpretation of the meaning of his/her level. The school will also attach that letter with the state assessment information of the student's level on progress report or report card for distribution..

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.

> The school will host Grade level and an open house meeting with all parents at the beginning of the school year to outline the school goals for the 2017-2018 school year. Academic assessments (NWEA, DIBELS, PARCC, Common Core, etc) Promotion Policy, and any other necessary information that the parent may need for their child's success. Parents will also be given monthly reminders from the school through parent/teacher conferences and progress reports.

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.

> Letters will be sent out to parents of participating NCLB Title I children, outlining the states academic content standards, etc. There will also be training, informational, seminars, etc, that will be held for participating parents.

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.

> The school will provide the parents with many opportunities to be involved in training and informational activities that will be hosted by the school. First there will be monthly training, seminars, offered and held at hours that accommodate parent work schedules that will include math, literacy and science nights so that parents can get an in depth view of what the teachers are doing in the classroom as well as participate in the activities and provided tips to for homework and studying support. The parents will be given a calendar of events during our annual open house.

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.

> The school will provide Professional Development for teachers and staff. The administrative team will observe classrooms to assure that teachers are consistently reaching out and communicating with parents and at the same time allowing them a voice in advocating for their child.

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.

> The Head Start, Pre-K, Early Reading First Programs, will be given a calendar of events of our goals, vision, and mission, as well as our curriculum and up coming events. The above-mentioned programs will be invited to participate/assist in sections of professional development and parent projects that are offered both during and after school.

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.

> This will be accomplished by continuous meetings offered, fliers, training, seminars, and open communication with parents on a consistent basis.

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.)

Arthur Dixon Elementary School will continue to model educational excellence by meeting the diverse needs of ALL students. School staff, parents and families will continue to help prepare students for the challenge of becoming competent individuals and contributing members of society. Through continuous staff development, emphasis on Literacy, Science, Mathematics, Technology and the incorporation of the Arts, we will continue to provide academic programs. These programs will provide support and prepare students for college and career opportunities that will enable them to be successful in their future endeavors and compete in a global society.

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.

There are many times where parents will be allowed to conference with the teacher when needed. Forts the school will host Grade level nights and an Open House where the parents will be able to have conversations with the teacher about their child's academic success as well as social and emotional needs. The board also mandates two structured parent teacher conferences that are held twice a year during report pick-up (November 14, 2018 and April 10 2019) Parents are also allowed to schedule meetings with their teacher throughout the year as needed to check on their child's progress.

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

The parents will be provided with student progress reports 4 times throughout the year. Those reports will be distributed every 5 weeks(October 5, 2018; December 14, 2018; March 8, 2019 and May 17, 2019) Next the parents will participate in two report card parent teacher conferences that are held twice a year (November 14, 2018 and April 10 2019). Last the teacher will provide reports as needed for the parents throughput the school year.

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

The parents will be provided access to the staff throughout the year which will consist of student progress reports 4 times throughout the year. Those reports will be distributed every 5 weeks(October 5, 2018; December 14, 2018; March 8, 2019 and May 17, 2019) Next the parents will participate in two report card parent teacher conferences that are held twice a year (November 14, 2018 and April 10 2019). Last parents are also entitled to request meetings throughout the year as needed.

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 who wish to volunteer and participate in their child's class and/or activities are required to complete a parent volunteer packet which is located on the CPS website. There is a process that the board requires them to go through in order to be cleared to become a CPS school volunteer. Once they meet all requirements Dixon will will provide days and times of which they are able to volunteer at the school.

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

The school will consistently communicate with the parents the importance of supporting their child's learning. The school will address to the parents the importance of making sure that their child is at school everyday on time ready for instruction. Each child will receive a students agenda where they are required to input their homework assignments and the parents will be instructed to check all planners everyday for those homework assignments in their child's planner. The parents will be provided pin# for access to parent portal which will allow them to be able to check their child's grades,assignments, assessments and attendance. Last the parent will be asked to support the school's rules and policies that are put in place for the students to ensure a safe and successful educational environment.

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

The school has LSC, PTA and PAC in place for parents to be able to participant in to be able to provide a voice for making educational decisions as it relates to the school and their child's education.

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).

All students are required to meet the schools expectations that have been instituted for students to be successful in their future educational careers. The expectations that are in place focus on the entire child (academically, socially, emotionally, behaviorally,as well as school activities to provide student involvement outside of the classroom). It is essential that students complete all homework/class assignments and study on a regular and consistent basis. The students are expected to follow the CPS Students Code of Conduct. Students will be expected to be at school at lined up ready to enter the building at 8:20am everyday read for instruction. Last the students will adhere to our PBIS model that supports positive student behavior by being responsible, respectful and in control at all times.

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.

To increase student academic achievement through parental involvement Dixon will provide additional training for the parents to be able to effectively support their child's use of the technology programs that are actively being used in the school. Parents will receive training on Study Island, Compass Learning and Khan Academy. Parents will be trained and provided detailed information of the two major assessments that CPS is using PARCC and NWEA. Other training such as parents supporting their child at home, healthy eating and how to prepare their child to be ready for Hogh School, College and beyond.

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

Account(s)	Description	Allocation

51130,
52130   **Teacher Presenter/ESP Extended Day**
For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies. $ Amount .00

53405   **Supplies**
In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500. $ 1229 .00

53205   **Refreshments**
Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops. $ 702 .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) $ 702 .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. $ Amount .00

<p>53510</p>**Postage**
Must be used for parent and family engagement programs only.

$ | Amount | .00

Software
53306
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.

$ | 175 | .00