



CIWP

Continuous Improvement Work Plan

James Madison Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
03/14/2018	A. Moore, B. Appleberry-Tillman, C. Jeter, R. Lewis, M. Morgan, E. Stevenson, V. Hunter	LSC: Asset/Needs A
03/20/2018	B. Appleberry-Tillman, C. Jeter, M. Morgan, P. Talbert, S. Stocker-Rybski	SEF Framework Data Source Collection
03/22/2018	B. Appleberry-Tillman, C. Jeter, E. Stevenson, L. Pahr, S. Stocker-Rybski,	SEF Framework Categories Ratings
04/03/2018	B. Appleberry-Tillman, C. Jeter, E. Stevenson, P. Talbert, S. Stocker-Rybski,	Goals and Strategies
04/23/2018	B. Appleberry-Tillman, C. Jeter, P. Talbert, S. Stocker-Rybski, M. Morgan	Strategies and Actions for the 3 Goals selected
04/27/2018	A. Moore, B. Appleberry-Tillman, C. Jeter, P. Talbert, S. Stocker-Rybski, M. Morgan, S. Whitsett, D. Effs	Strategies and Actions for the 3 Goals selected and finalize submission

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1 2 3 4

Sources considered:

- Five Essentials Survey
- School Report Card
- LSC/PAC Minutes
- Grade Level meeting Agenda/minutes

The Madison School vision is that we will be recognized as a learning community of excellence by providing high quality, differentiated educational experiences in the least restrictive environment. We will serve and positively impact the Grand Crossing Community and beyond as we aspire to become Chicago's #1 neighborhood school. As such, it is our mission that in partnership with parents and community, Madison will promote academic achievement, creativity, self-discipline and mutual respect among all stakeholders. To assure the educational and personal success of all students, we will provide a high quality, standards based curriculum, infused with fine arts and technology throughout the core subject areas.

As stated in our vision and mission statement, the Madison community is committed to fulfilling a shared vision and mission of success. As evident by the results of the 2017 My School, My Voice Survey, 95% (increase of 2 percentage points in the previous CIWP cycle) of the teachers survey indicate that leadership communicates a clear vision and makes clear to the staff her expectations for meeting instructional goals, and 98% of teachers and parents think of each other as partners in educating children opposed to 86% in the previous CIWP cycle. During our last CIWP cycle there was a need to coordinate school programs and consistently align those programs with its goals for student learning. As evident by the 5 Essentials score of 68% in the area of Program Coherence and we have improved to 76%..

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1 2 3 4

Sources considered:

- ILT Meeting Agendas/Minutes
- Peer Observation results
- Grade Level Meetings/minutes
- Five Essentials
- School Report Card
- Assessment Data (Weekly, On track data, Summative assessments, performance tasks, benchmark assessments, PARCC, NWEA, Amplify)

Madison's ILT is comprised of the principal and teachers from various areas of expertise--general and special education teachers, specialty teachers, and the lead teachers. We have representation from each grade cluster (Primary, Intermediate, and Middle School) represented. In addition to this, we have two special education teachers and a case manager/counselor on the team. The ILT meets regularly to analyze data, plan PDs, reflect on what is working and what needs work instructionally, set goals and benchmarks based on student data points, and solve problems that hinder progressive student outcomes. In addition, the ILT meets with the entire staff in whole group and small group settings to discuss school-wide goals, strategies, and initiatives. The ILT attends citywide and network conferences to learn of new strategies and techniques to bring back to the staff. We have determined that we must visit schools with functioning Instructional Leadership Teams so that we have a global perspective and improve best practice.

This year, teacher leaders presented professional development to the ILT and entire staff on various relevant topics such as the gradual release model, differentiated instruction, increasing student agency and authority, small group instruction, and planning for rigorous instruction.

In previous years, most data analysis occurred in the ILT meetings and then it was brought to the entire staff for school level analysis. It was determined by the team, that there was a pressing need to build school-wide capacity for analyzing data, to inform instructional decisions. We have taken time as an entire staff to develop systems of collecting data, analyzing data, and then using this data to inform next steps in teacher planning, instruction, and progress monitoring. The team has served as support in grade level cluster meetings, brought grade level cluster data trends to meetings, and made recommendations. The data is further analyzed in teacher team leaders/ teacher team meetings for classroom level analysis. The results of these analyses often result in changes in the curriculum, pacing, strategies, staff supports, materials, schedules and /or duties. According the 5 Essentials Survey of 2017, the Instructional Leadership Team is "Strong".

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ Five Essentials: Instructional Leadership
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
MTSS Framework	<ul style="list-style-type: none"> Shared Leadership, Evaluation of MTSS
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> ✓ Instructional Leadership Team Planning Tools ✓ PLC and Mentoring Coaching Resources 	

Professional Learning:

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

Score

1 2 3 4

Sources considered:

- School wide PD Schedule
- PD Agenda's
- PD feedback surveys
- My School, My Voice survey
- Grade Level Meetings/Agendas
- Peer Observations
- Network 12 Summit PD's

At the beginning of each school year, the staff completes a survey that details what type of professional development is they require. Therefore, professional development is differentiated based upon individual teacher needs and practice as aligned to the

Framework for Teaching. Professional Development is ongoing and is listed in the staff bulletin weekly. This year's focus was based upon student needs. So that we are effective in meeting each student's need, teacher development was necessary. Effective instructional planning to support core, gradual release model, small group instruction was our school-wide emphasis.

Those professional development sessions are as follow:

- *Building leadership capacity among staff
- *Revisiting Champs and Second Step
- *REACH-Domain 1
- *NWEA Data Analysis/ Effective instructional planning using the Learning Continuum
- *Clear Instruction and Responsive Assessment
- *Responding to Student Learning Needs
- *Integration of Ideas and Information from different sources
- *Improving Student Data with Stride Academy
- *Understanding by Design: Creating High-Quality Units
- *Inclusive Practices in Preschool: Using evidence based practices to support children with and without disabilities in the preschool setting
- *Planning Instructional strategies
- *Small group planning and implementation
- *Differentiated Instruction
- *Gradual Release Model

According the the 2017, 5 Essential Survey, 96% of teachers feel that the professional growth goals are being addressed.

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
 - Use data to identify performance and practice gaps to inform PL plan.
 - Use research about best practices to identify potential learning and subject matter experts to support.
 - Solicit feedback from staff to inform selection of PL opportunities.
 - Provide PL relevant to the cultural and linguistic needs of students.
 - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
 - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
 - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
 - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
 - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.

- Teachers provide and accept collegial support and feedback to/from colleagues.
- Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
 - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
 - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
 - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
 - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

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

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

Sources considered:

- School Budget
- MTSS Block instruction schedule
- Small group instruction template
- lesson plans
- school wide schedule
- previous years CIWP
- School report card

School discretionary funding is aligned to identify the needs and priorities of the CIWP. Funds were used towards various initiatives such as intervention materials and technology (i.e. Envisions Math program, programs, etc.). During the previous CIWP cycle 43% of the staff indicated that they have input in planning how discretionary school funds should be used as outlined in the

My School, My Voice survey. In 2017, 65% of staff indicated that they have input.

The ILT monitors the school's improvement plan frequently to make sure the school is addressing the priorities. As a result of the 5Essentials survey, the following resources were implemented to better align time, budget, staff, and other resources to school priorities:

- *Block Schedule Time
- *Measuring Up Live
- *MTSS Daily Intervention Time built within the middle school schedule to support student academic and social emotional learning needs
- *After-school Academic Enrichment
- *21st Century After-School Program
- *NED Show- External Partner, Program to enhance social emotional learning for grades Kindergarten to 5th grade
- *Second Step
- *CHAMPS
- *Special Education Classroom Assistant- schedule to accommodate unique needs of diverse learners students

To monitor effectiveness, we conduct bi-weekly monitoring of Dashboard, complete weekly anecdotal reports to monitor intervention snapshots, use Measuring Up Live Reports to capture assessment results, and review grade cluster teacher survey data

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	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> ✓ 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 	

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Score

1 2 3 4

Sources considered:

- Network Pacing
- Lesson Plans
- Small Group Instruction template
- Assessment Data (Weekly, On track data, Summative assessments, performance tasks, benchmark assessments, PARCC, NWEA, Amplify)
- ILT meetings/agendas

All curriculum maps aligned to the Common Core standards were provided to all teachers by Network 12. Since, we have only one teacher per grade level, teachers work with their department level groups called grade clusters to complete and review lesson plans. All students have been exposed to the common core standards and assessed weekly based on instruction and the standards.

The gradebook audit given in March indicated that 33% of teachers exposed and assessed their students to 88% of the Common Core Standards in the pacing guide. In addition, 67% of the teachers exposed and assessed 53% of the Common Core Standards as sequenced in the pacing guide. As a result of this audit, it has been determined that moving forward there is a need for quarterly audits to be implemented to support increased opportunities for student learning.

There was also need to close the improve core and small group instructional practices, monitor the effectiveness of instruction, and monitoring of student progress. Therefore, we have implemented the use of a variety of monitoring tools and instructional support. School-wide use of an Instructional Curriculum Binder has been utilized to organize and track a variety of data points in core and small group instruction. Items in these binders are examined and used as discussion points during grade cluster meetings.

Other school-wide elements in our curriculum includes the following:

- *Gradebook rubric
- *Measuring Up Live - online program for academic intervention, enrichment, assessment, and progress monitoring
- *Nearpod, interactive classroom tool for middle school science and math teachers to engage students with interactive lessons aligned to NGSS and CCSS
- *Progress monitoring Tools- (Primary-Dibels/TRC/Mclass Math, 3th-8th Small Instruction Progress Monitoring Tool),
- *Second Step social skills to support Tier 1 social emotional strategies
- *Curriculum Maps

Guide for Curriculum

- ■ Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.
- Focus so units can be adequately addressed in the time available.
- Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the

- viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- Utilize the ‘big ideas’ that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.
 - Identify the essential understandings – what students should learn in greater depth. In other words, know ‘covering everything but learning nothing’ does not work.
 - Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential ‘learning tools’ across the curriculum (disciplinary literacy).
 - Engage all learners in content areas by fully integrating opportunities for all learners, including:
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
 - Integrate academic and social emotional learning.
 - Connection to real world, authentic application of learning. For example,
 - Provide opportunities for meaningful project-based learning.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
 - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students’ communities, culture, history, and language.
 - Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework:	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	
<ul style="list-style-type: none"> ✓ 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:

Score

Materials to present learning content and what the learner uses to demonstrate are characterized by variability and flexibility.

Materials are identified and adapted to increase access to learning for all students. Materials include multimedia and embedded, just-in-time supports; varied tools and supports; alternative pathways, and varied levels of support and challenge. (adapted from UDL Guidelines 2.0)

1 2 3 4

Sources considered:

- Lesson plans
- MTSS Block Scheduling
- Assessment Data (Weekly, On track data, Summative assessments, performance tasks, benchmark assessments, PARCC, NWEA, Amplify)
- ILT meetings/agendas
- Peer Observation
- Network 12 Summit PD's

Instructional materials across grade levels are aligned to the standards. Textbooks are current and since we have only one grade classroom per grade level, it was important that each cycle provide instruction from the same series to provide consistency.

Teachers supplement these programs with various programs based on student needs at specific grade and levels.

Materials utilized are as listed below:

- *Superkids Reading
- *GoMath
- *Envisions Math
- *Measuring Up Live
- *Progress Monitoring by Sadlier (Reading and Math to support Core Instruction)
- *Common Core Support Coach by Triumph Learning (Reading and Math to support small group instruction)
- *Authentic Text
- *EngageNY
- *Headsprout
- *Heinemann Leveled Reading Intervention (Primary grade levels)
- *Voices Leveled Readers
- *Nearpod
- *Sing, Spell, Read, and Write
- *Heggerty (Headstart-2nd Grade)
- *Prepdog.org
- *Class Dojo

Guide for Instructional Materials

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 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 \(S.O.A.R.\)](#)

Score

1 2 3 4

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)

Sources considered:

- Lesson plans
- Assessment Data (Weekly, On track data, Summative assessments, performance tasks, benchmark assessments, PARCC, NWEA, Amplify)
- ILT meetings/agendas
- Peer Observation
- Network 12 Summit PD's
- MTSS Block Scheduling
- Small Group instruction

Madison is continuing to build teacher capacity to raise the rigor in student tasks. When examining the 5Essentials Report for 2017, it indicated that the score for Ambitious Instruction was 56, which indicated that more implementation is needed. Based upon the University of Chicago My Voice, My School Survey, it stated, " In schools with strong Ambitious Instruction, classes are challenging and engaging. The instruction is clear, well-structured, and encourages students to build and apply knowledge. When combined with a supportive environment, Ambitious Instruction has the most direct effect on student learning. It is:

- well-defined with clear expectations for student success,
- interactive and encourages students to build and apply knowledge,
- well-paced (not measured), and
- aligned across grades (not measured).

Using this as a guide in examining rigorous student tasks, observations in the form of evaluations using the Framework for Teaching, walkthroughs, lesson plan analysis and feedback, and 5Essentials data was used to determine practices for gauging rigor. Through the analysis of lesson planning and feedback, cognitive rigor was determined by the use of Webb's Depth of Knowledge. On average, the school-wide DOK for learning objectives scored at a level 2. As a result of this, more work will be needed in designing learning objectives and the successful scaffolding of rigor on a weekly basis as evident in lesson planning and classroom level implementation.

In addition to the aforementioned methods and measurements of examination, we use additional methods to examine student work and raise the rigor in student learning tasks. These methods include,

- *Quarterly Data meetings
- *Weekly Grade Cluster meeting
- *Curriculum Binders that include lesson plans, weekly samples of learning tasks, exit tickets, and formative and summative assessments

*Student exposure to more CCSS aligned activities though the use of technology

*Network 12 Learning Rounds, check-ins, observations, and walk-throughs

*Field trips aligned to standards-based objectives

*Teachers are implementing small group instructional practices that are geared to improve the strategic and intentional small group and individualized instruction. They are using the NWEA data, instructional strategies, tools to measure intellectual rigor (Hess Matrix of Cognitive Rigor), and the Learning Continuum to design high quality learning opportunities for students.

*Student/Teacher Data Talks

*Math Competitions- Learn Storm- Middle School students are participating in a state-wide math competition provided by Khan Academy. Khan Academy is an online resource that employs practice exercises, instructional videos, and a personalized learning dashboard that empower learners to study at their own pace in and outside of the classroom.

*Progress monitoring as measured by Dibels, TRC, mclassMath.

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

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

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

Score

1 2 3 4

Sources considered:

- Advisory Class
- Lesson Plans
- Assessment Data (Weekly, On track data, Summative assessments, performance tasks, benchmark assessments, PARCC, NWEA, Amplify)
- Field Trips to give exposure to various High Schools and College Campuses

We have worked towards improving transitions, college & career access, and persistence. There was evidence to support strong sustainable structures to highlight and lay the groundwork for robust programming geared to support equitable access to early post secondary awareness and preparation for successful college and career experiences. Using qualitative data, there were a few practices that noted that Madison is in the developing stages of building a culture for promoting advantageous pathways to college and careers. The mission and vision statement does not place an aim for student preparation. There were no consistent school-wide programming, nor was there multiple experiences throughout the year to support school-wide priority of advanced learning experiences and exposure to careers. It must be noted that there were some elements of school practices that supported college and career success.

Madison offers occasions throughout the school year for students and staff to wear college jerseys. There are college pennants on display outside of each classroom door or in the corridors. College and Career week is conducted each year for outside guests to share their college/career experiences and supply college brochures. Additionally, the school counselor created a course for the 3rd through 8th grade students that addressed college and career readiness and social-emotional issues that was taught once per week for each grade level.

The structures we currently have are predominantly geared to middle school students. Grades 6th through 8th, participated in a 2 day tour of Columbia College. On these tours, students had the opportunity to visit the school's science department. They attended science focused lectures with other college students, conducted experiments in their state of the art science lab, walked the campus, and dined in the cafeteria.

Other experiences included, a school-wide trip to DePaul University--K-8. Where students, school-wide took a bus tour of the school's campus and they attended a college basketball game. Our eighth grade students visited the City-wide High School Fair at Navy Pier.

Lastly, students and their parents in grades 6th, 7th and 8th participated in one-on-one high school meetings with the principal. In these meetings, parents and students discussed student NWEA assessment data, grades, the high school options they qualify for, deadlines, and other planned 8th grade High School events. As a result of this conversation and the high school fair, Madison is now tracking the number of students who are accepted in selective enrollment high schools in the City of Chicago. Madison Elementary has also begun the ON-Track Challenge where students and teachers monitor the Student On-Track percentage every 5 weeks. These percentages are posted outside classroom doors. As a result of this progress monitoring method, students and teachers alike are monitoring the number of students who have a grade of C and above, and 95% attendance.. Teachers are using this data to engage students in discussion about college and career readiness.

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	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Academic Monthly Data ✓ Scholarships etc. ✓ Artifacts, plans, or timelines related to successful transition structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ 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 Teaching	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Standards for Now What? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> ✓ Everything College ✓ CPS Advisory Framework ✓ Preventing colleges from making excuses ✓ 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

3 of 3 complete

Instruction:

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

Score

1 2 3 4

Sources considered:

- Lesson plans
- Assessment Data (Weekly, On track data, Summative assessments, performance tasks, benchmark assessments, PARCC, NWEA, Amplify)
- ILT meetings/agendas
- Peer Observations
- Network 12 Summit PD's

Based upon classroom walk-throughs and observations, 75% of teachers post learning objectives and review them with the students before the lesson begins with fidelity. Questions from teachers tend to be literal and yes/no responses without requiring students to elaborate or justify responses. Teachers were provided professional development on questioning students to elicit higher level responses. On the 5 Essentials survey, 82% of teachers view questioning in 2017 as rigorous--students participate in classroom discussions that build their critical thinking skills. This indicates we have improved in this area and teachers are taking advantage of the use of divergent, or differing, as convergent questions, framed to invite students many opportunities to plan educated guesses, make connections, challenge previously held views, and provide task or text based evidence to support claims.

Teachers have purposefully sequenced and aligned standards-based objectives using the scope and sequence in a pacing guide. Teachers have received professional development, modeling, a year of safe practice, and researched-based information on the process and technique of scaffolding instruction and on using formative assessments during and after instruction but it is not evident as a frequent practice of most teachers. According to the My Voice, My School survey, 83% of teachers agree that the curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school compared to 70% in the previous cycle.

Guide for Instruction

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	
	<ul style="list-style-type: none"> ✓ 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

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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

Sources considered:

- Lesson plans
- Assessment Data (Weekly, On track data, Summative assessments, performance tasks, benchmark assessments, PARCC, NWEA, Amplify)
- ILT meetings/agendas

The grade level clusters organize, distributes and engages in school-wide analysis of assessment data from district assessments to school-level weekly assessments. The primary department effectively uses screening, diagnostic, benchmark, formative and summative assessments to frequently monitor student progress. While our intermediate and middle school teams use interim, formative, and summative assessments to monitor student progress. Assessment accommodations and modifications are in place and are implemented during all testing sessions for students with disabilities throughout the school year. All interim and standardized assessments are modified for our diverse learner population. And, we have implemented a computer-based interim assessment that all general education students use to demonstrate learning with interim assessments. 93% of teachers surveyed on the 2015 My Voice, My School survey agreed that there is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school.

Weekly assessments, 5 week interim, gradebook, binder, grade cluster meetings to analyze the effectiveness of practice and assessment results, progress monitoring, reteaching/retake practices, student data and goal setting meetings

In addition to this, we analyze On-Track progress monitoring data every 5 weeks and we have scheduled bi-weekly Dibels/TRC/Mclass progress monitoring.

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	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> Tc. Selecting Learning Objectives Ts. Designing Student Assessment Bd. Using Assessment in Instruction Ag. Reflecting on Teaching & Learning Ab. 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	
<ul style="list-style-type: none"> ✓ CPS Balanced Assessment Framework & Assessment Models ✓ Assessment Design Toolkit ✓ Teacher Made Assessment Basics ✓ Grading principles 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

Sources considered:

- MTSS Block Schedule
- Lesson plans
- Small Group Instruction
- Assessment Data (Weekly, On track data, Summative assessments, performance tasks, benchmark assessments, PARCC, NWEA, Amplify)
- ILT meetings/agendas
- Peer Observation
- Network 12 Summit PD's

Madison uses DIBELS to screen K-2 students in reading at the beginning of the year; and the Woodcock Johnson to diagnosis students who have been referred for MTSS. Intervention programs are in place but are not used with a high level of fidelity. As of February 2016, 83% of teachers have implemented small group interventions using NWEA MOY and 5 week Interim assessment data to inform their instructional decisions for small group, and they are conducting small group sessions with students with fidelity as evident by exit tickets, progress monitoring tools, and assessment data kept in their Instructional Curriculum Binder. Small group instruction is embedded within the Math and Reading blocks. Therefore, interventions are done at the classroom level during small group instruction and through pull-out and push-in support. Interventions are monitored through Pre/Post Tests and Benchmark assessments every 5 weeks in Reading and Math. Remediation Plans are completed for every failing student and submitted to the principal for ILT review. A conference with the parent is required to review and sign the Remediation Plan. We currently have block schedules of 120 minutes for literacy and 90 minutes for math in the K-5 cycles. For our 6th - 8th departmental students, we have a 60 minute literacy block and a 60 minute mathematics block.

Teachers establish supports in their classrooms that promotes positive behavior. This is also anchored through a school-wide researched based curriculum called Second Step designed to teach and instill positive social-emotional skills. This curriculum is embedded within the social studies content area and explicitly taught each week. The school is in the developing stages of a school-wide discipline approach by implementing CHAMPS and a restorative practice programming with the help of a school coach who regularly train, support, and offer feedback to teachers, staff, and students in restorative techniques. What's more, we use a variety of tracking tools to monitor school-wide progress.

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	<ul style="list-style-type: none"> ✓ 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 ✓ SQRP Attainment and Growth ✓ Attendance Rates
Measures	<ul style="list-style-type: none"> ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 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

Sources considered:
-5 Essentials Survey
-School Report card

We are in the implementation stages of CHAMPS. More work is needed to fully engage all elements of CHAMPS with fidelity. In the classroom, the Framework for Teaching ratings in the area of Establishing a Culture for Learning indicated that 87% of teachers scored proficient and above, while 14% of our teaching staff scored below proficient.

When using the 5Essentials Survey, the area of Supportive Environment, the school is safe, demanding, and supportive, the score was 49 in the last cycle and 26 in 2017, indicating Weak Implementation. In the area of Collaborative Teachers, the score was 54 also indicating Average

Implementation. There was more implementation in the area of Ambitious Instruction, as evident by a score of 61 last cycle and 56 this CIWP cycle.

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 ✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
MTSS Framework/ Curriculum & Instruction	CPS Performance Standards for School Leaders
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
<ul style="list-style-type: none">✓ 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

Sources considered:
 -5 Essentials Survey
 -School Report card
 -Dashboard Data Reports
 -Verify

The 5Essentials survey was used to inform decisions for Madison. There is a rating of average implementation, therefore more work has to be done to develop a culture and climate that encourage trust. SEL strategies are used to assist students in conflict resolution, Peace Circles and Restorative, Instructive, and Corrective Practices are not being utilized. We utilize the NED Show to support SEL in Intermediate, Upper and Primary grade levels.

Framework for Teaching indicates 87% of our teachers are creating an environment of respect and report. There is work needed when demonstrating a knowledge of students. This ties along with our professional development emphasis of instructional planning. REACH data denotes that 63% of teachers received a rating of proficient, while 38% earned an unsatisfactory rating in this area.

According the 2017, My Voice, My School Survey, 71% of staff surveyed feel that the school works hard to build trusting relationships with parents. A new morning announcements seek to build community with students by celebrating birthdays and other important milestones. The principal however, does lead the work to empower families and community engagement in activities such as parent-teacher conferences, celebrations of learning, school-wide assembly programs, community forums, and LSC and PAC meetings. Additionally, the school created a new Parent Resource Room for parents, grandparents, step parents, and other caregivers of Madison in order to provide them with the tools they need to become engaged in the school community.

Guide for Relational Trust

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

Evidence, Measures, and Standards

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

Sources considered:

- 5 Essentials Survey
- School Report card
- Extracurricular/Recreational activities attendance rosters
- 21st Century data sources
- Student Permission Slips
- Student Council Agendas and Sign-in sheets
- Photographic Artifacts
- Madison's Facebook page

Madison has received the After School All Stars grant for the past several years, the 3rd District Sorts of Sports program, and the 21st Century grant which all allow students to choose programs based on their various interests and/or talents. We have also receive a \$10,000 grant from Ingenuity to support our Fine Arts Program. In addition to this Madison support student voice and interest through the following activities:

Middle School Student council, Learning garden, Dance team, Rock Band, Flag Football, Track, Art club decorations for school wide events, Spring Fling, Principal's Report, Earth Day clean up, After-school basketball, Student Council Fundraising Events, Across Grade Level Peer Tutoring, Science Club, Chicago Bulls Holiday Food Drive

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 culture**
 - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
 - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
 - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
 - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
<ul style="list-style-type: none"> MVMS Student Survey compilation notes and results Artifacts from student-run organizations and events (including SVCs) Meeting minutes/agendas that include student participation Feedback regarding student engagement in learning Student work samples and reflections of SI progress Unit and curriculum maps, rubrics, assessment artifacts Evidence of student work Democracy School recognition 	
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2b. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HST Standards

Safety & Order:

The school is characterized by high levels of safety and order. Students feel physically and emotionally safe from harm, and adults work to actively maintain a safe, orderly school environment.

Score
1 **2** 3 4

Sources considered:

- CPS Dashboard
- Verify System
- Incident Reports
- Accident Report
- School Safety Plans
- Safe Passage Reports

Madison has worked to improve safety and order. This year, we were granted support of Safe Passage, because 71% of students indicated that they did not feel safe coming to and from school. We also changed the doors by which parents and visitors enter the building only students and staff access door 4 and all others can be more closely monitored. Support staff and security duty schedule was aligned to high priority times of supervision.

So that students felt physically and emotionally safe in and out of school, we have employed the following:

- CHAMPS Classroom Management Plan and SEL supports
- Second Step
- School Safety Plan
- MTSS Team
- Safe Passage
- LSC Safety Committee
- Parent Volunteers
- WES Health Services
- PBIS Incentives (Madison Bucks and Madison Incentive Store)

We are still in the data collection and developmental stages of structuring strong and sound systems of support.

Guide for Safety & Order

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey “Safety” score
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> ✓ 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	
<ul style="list-style-type: none"> ✓ Social Emotional Learning Supports (cps.edu/sefl) 	

Restorative Approaches to Discipline:

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

Score

1 2 3 4

Sources considered:

- CPS Dashboard
- Verify System
- Incident Reports
- Accident Report
- School Safety Plans
- Safe Passage Reports

Teachers establish supports in their classrooms that promotes positive behavior. This is also anchored through a school-wide researched based curriculum called Second Step designed to teach and instill positive social-emotional skills. This curriculum is embedded within the social studies content area and explicitly taught each week. The school is in the developing stages of a school-wide discipline approach by implementing CHAMPS and a restorative practice programming with the help of a school coach who regularly train, support, and offer feedback to teachers, staff, and students in restorative techniques. What's more, we use a variety of tracking tools to monitor school-wide progress.

To provide additional Tier 2 and 3 supports to students, we have partnered with MTSS Team, and a MTSS Attendance Team. Madison's middle school students (i.e. All Stars) who need Tier 2 supports are collaborating with external partner called A Knock at Midnight. As part of our efforts to enhance social emotional learning supports, our middle school students and teachers are participating in weekly trainings including but not limited to :

- Violence prevention,
- Gang prevention
- Substance abuse prevention
- Character development
- Conflict resolution
- Male/Female responsibility
- Relationship development

Because historical data found on Dashboard suggested that MTSS Tier 2 and Tier 3 programming for behavioral support was need more in grades 6th through 8th, we have a daily structured 60 minute MTSS Block time.

The effectiveness of our multi-tiered systems of support is being monitored by Dashboard matrices, as well as qualitative data collected by teacher and students.

Although more work must be done to improve the culture and climate of our school, data supports the fact that we are moving in the right direction through implementation of multiple supports tailored and aligned to the needs of each student.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
 - A team meets regularly to organize systems that support a restorative environment.
 - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
 - Well-managed routines and transitions maximize instructional time.
 - Engage families as partners.
 - Contact families frequently to inform them of positive student behavior and progress.
 - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.

- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
 - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
 - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
 - Use data to determine which behaviors should be retaught or more heavily reinforced.
 - Explicitly teach expected behavior and positively reinforce consistently school-wide.
 - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
 - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
 - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
 - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors. Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
 - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
 - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
 - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
 - Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Evidence, Measures, and Standards

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

Parent and Family Partnership:

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

Score
1 2 3 4

Sources considered:

- LSC
- PAC
- Report Card Pick-up
- 5 Essentials Survey

The principal does provide clear information to families on the school performance. K-2 DIBELS data reports are sent home quarterly to informs parents of student progress and suggestions for support at home. MAP data reports are sent home informing parents of student growth on the state assessment. Parents also receive information from the teachers during open house, report card pickup on grade level expectations, and on IMPACT's parent portal. The principal provides a monthly report on the State of Madison at every LSC meeting. Option for Knowledge packets to all families in the school. According to the My Voice, My School survey, 89% of parents report that the school regularly communicates with parents about how they can help their children learn. What's more, we have the additional programs, activities, and supports as indicated below.

Parent volunteer opportunities, PAC, LSC, Field Trips, Option for Knowledge Packets, WES Crisis Interventions, HeadStart Parent meetings, Blackboard Connect Parent Robocalls emails, and text messages, Parent portal, Gradebook parent emails, Class Dojo, Informational flyers, Marquee Messages, Open house, Back to School Bash, 8th Grade parent meetings, 5 week progress reports, Parent AM/PM Patrol, NWEA Map Reports, Amplify Reports (K-2), Student PDP Reports, Remediation Plans, Teacher/Parent and Parent/Admin Meetings to support student academic and behavior, Coat Drive, Letters to Santa Gift Drive, Assemblies, Report card Pick-up, Red Carpet Event to celebrate academic achievement. We will continue to develop creative ways to engage parents. This year a raffle was used, incentives for students, and a performance from our student Rock Band. We also emailed and text families through Blackboard Connect.

Guide for Parent and Family Partnership

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

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

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

Goals

Required metrics (Elementary)

18 of 18 complete

2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
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National School Growth Percentile - Reading

We set a three year goal for 50% of our students to meet the national growth percentile in Reading because of the programs we have instituted consistently for the past two years--gradual release model, Network 12 curriculum guides, small group instruction and new reading programs such as Superkids.

40.00 27.00 35.00 40.00 50.00

National School Growth Percentile - Math

We set a three year goal for 50% of our students to meet the national growth percentile in Math because of the programs we have instituted consistently for the past two years--gradual release model, Network 12 curriculum guides, small group instruction and new math programs such as Envisions.

32.00 5.00 25.00 40.00 50.00

% of Students Meeting/Exceeding National Ave Growth Norms

We set a three year goal for 55% of our students to meet the national growth norms because of the programs we have instituted consistently for the past two years--gradual release model, Network 12 curriculum guides, small group instruction and new Reading and Math personnel with the assistance of a Math coach.

44.80 37.00 44.00 50.00 55.00

African-American Growth Percentile - Reading

We set a three year goal for 40% of our students to meet the national growth percentile in Reading because of the programs we have instituted consistently for the past two years--gradual release model, Network 12 curriculum guides, small group instruction and new reading programs such as Superkids.

44.00 22.00 25.00 30.00 40.00

Hispanic Growth Percentile - Reading

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

English Learner Growth Percentile - Reading

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

Diverse Learner Growth Percentile - Reading

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

African-American Growth Percentile - Math

We set a three year goal for 35% of our students to meet the national growth percentile in Math because of the programs we have instituted consistently for the past two years--gradual release model, Network 12 curriculum guides, small group instruction and new math programs such as Envisions.

34.00 5.00 15.00 30.00 35.00

Hispanic Growth Percentile - Math

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

English Learner Growth Percentile - Math

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

Diverse Learner Growth Percentile - Math

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

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

We set a three year goal for 50% of our students to meet the national school attainment in Reading because of the programs we have instituted consistently for the past two years--gradual release model, Network 12 curriculum guides, small group instruction and new reading personnel who specialized in this area.

19.00 21.00 30.00 40.00 50.00

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

We set a three year goal for 50% of our students to meet the national school attainment percentile in Math because of the programs we have instituted consistently for the past two years--gradual release model, Network 12 curriculum guides, small group instruction and new math programs such as Envisions.

9.00

5.00

15.00

40.00

50.00

National School Attainment Percentile - Reading (Grade 2)

We set a three year goal for 50% of our students to meet the national attainment percentile in Reading because of the programs we have instituted consistently for the past two years--gradual release model, Network 12 curriculum guides, small group instruction and new reading programs such as Superkids.

42.00

38.00

40.00

46.00

50.00

National School Attainment Percentile - Math (Grade 2)

We set a three year goal for 50% of our students to meet the national attainment percentile in Math because of the programs we have instituted consistently for the past two years--gradual release model, Network 12 curriculum guides, small group instruction and using Go Math as well as Engage New York as a supplement.

39.00

9.00

30.00

40.00

50.00

% of Students Making Sufficient Annual Progress on ACCESS

n/a

(Blank)

(Blank)

0.00

0.00

0.00

Average Daily Attendance Rate

We have instituted many attendance initiatives at the school to improve attendance such as teachers calling the homes of absent students personally, restocking and re-opening the school store with tangible rewards, competing with other classes for the highest attendance rates, renting the gaming bus, and providing food treats such as nachos.

95.40

95.10

95.50

96.00

96.50

My Voice, My School 5 Essentials Survey

The student parents results indicate that Madison is Organized.

(Blank)

(Blank)

(Blank)

(Blank)

(Blank)

Custom metrics

0 of 0 complete

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

Strategy 1

If we do...

an alignment of high-quality, standards-based Instructional resources across grade levels

...then we see...

teachers and students actively engaged with using high quality instructional materials and resources to support college and career readiness

...which leads to...

students having access to materials that are rigorous and addresses all learning modalities. This will then lead to increase in performance and student progress on district wide assessments and post-secondary education/career opportunities.

Tags:

MTSS, Aligned resources, Curriculum materials

Area(s) of focus:

2

Action step

Responsible

Timeframe

Status

Grade level departments will meet to Identify materials and resources needed that are aligned to standards and how they have impacted the student achievement results.	Department Chair Principal All Teachers	Jun 4, 2018 to Oct 9, 2018	Not started
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Aligned resources, Analysis of data, progress monitoring, rit instruction, small group instruction, Curriculum alignment

Funding will be used to purchase skill and assessment building math and reading technology programs such as Superkids portal (curriculum, assessment), Go Math interactive lessons, and Measuring Up Live (3rd-8th).	Principal	Jun 4, 2018 to Sep 7, 2018	Not started
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MTSS, Aligned resources, Funding

Funding will be used to replenish Common Core and PARCC aligned core instructional materials and online resources for reading and math (i.e. Common Core Progress, Common Core Support, Envisions, etc.)	Principal	Jun 4, 2018 to Sep 7, 2018	Not started
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MTSS, Aligned resources, Funding, Curriculum materials

Funding to secure community based partnerships that support student SEL and Fine Arts curriculum (i.e. Intonation, Black Star Project, Girls of Grace, Polished Pebbles, etc.).	Principal	Jun 18, 2018 to Oct 15, 2018	Not started
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Aligned resources, Funding, Community

Funding will be used to support ILT and teacher collaborative team meetings and professional development sessions. These funds will also be used to provide substitute teachers when needed.	Principal	Sep 3, 2018 to Jun 12, 2020	Not started
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Professional development, Aligned resources, Funding

Funding will be used to charter buses for educational field trips based on classroom instruction, sporting events, fine arts programs, college/career exposure, and school-wide incentives.	Principal, ILT	Sep 3, 2018 to Jun 3, 2019	Not started
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MTSS, Aligned resources, Funding

Funding will be used to support ILT and teachers in professional development opportunities within and outside of Network 12	Principal	Jun 4, 2018 to May 31, 2019	On-Track
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Professional Learning, Aligned resources, Funding

ILT will create a data cycle calendar that includes time for assessment creation and adaptation, implementation, analysis, planning meetings, and re-teaching.	ILT Principal	Aug 29, 2018 to Oct 5, 2018	Not started
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Aligned resources

Grade level departments will continue to meet to analyze data, curriculum, and instructional practices. They will make decisions that are aligned to current resources used and how it impacted the student achievement results. They will discuss if Tier 3 students should be referred to the MTSS Team.	Teachers ILT MTSS Team	Sep 10, 2018 to Jun 5, 2020	Not started
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MTSS, Aligned resources

Fund current instructional programs for reading and math. Materials needed which include: Superkids consumables and online portal access, Go-Math, and Envisions Math programs.	Principal	Jun 4, 2018 to Sep 7, 2018	Not started
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MTSS, Aligned resources, Instructional materials, Funding

Funding will be used to purchase technology-based intervention programs--Heads Sprout and Happy Numbers for K-2; Measuring Up Live for 3-8.	Principal	Jun 4, 2018 to Sep 7, 2018	Not started
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MTSS, Aligned resources, Instructional material, Funding

Funding will be used to purchased computers and/or tablets for K-3 grade classrooms.	Principal	Jun 4, 2018 to Dec 14, 2018	Not started
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MTSS, Aligned resources, Funding

Funding will be used to replenish the computes in the computer lab in the modular building.	Principal	Jun 4, 2018 to Jun 5, 2020	Not started
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MTSS, Aligned resources, Funding

Funding will be used to purchase handwriting instructional materials Zaner- Blosier, 2nd - 6th.	Principal	Jun 4, 2018 to Sep 7, 2018	Not started
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MTSS, Aligned resources, Instructional material, Funding

Funding will be used to purchase writing instructional materials Zaner- Blosier for K-8th.	Principal	Jun 4, 2018 to Sep 7, 2018	Not started
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MTSS, Aligned resources, Instructional material, Funding

Funding will be used to purchase Interactive Science by Pearson for K- 5th.	Principal	Jun 4, 2018 to Sep 7, 2018	Not started
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MTSS, Aligned resources, Instructional material, Funding

Replenish Zaner-Bloser Voices Level Readers for guided reading as well as Heinemann Level Readers for intervention.	(Blank)	Jun 5, 2018 to Oct 19, 2018	Not started
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Aligned resources, Funding, Multi-tiered support systems

Strategy 2

If we do...

a strategic utilization of resources (e.g. data systems, protocols, menu of interventions) and create the infrastructure (e.g. teams) to ensure that every student has access to high quality Tier 1 core instruction along with any needed targeted Tier 2 or intensive Tier 3 instruction/interventions

...then we see...

a culture and climate that supports risk-taking, adult learning, and the use of data to drive instructional decision making

...which leads to...

improved overall quality of instruction and performance of standardized assessments for all learners including general education and diverse learners; which will close the achievement gap between the two groups.

Tags:

Multi-tiered support systems

Area(s) of focus:

3

Action step

Responsible

Timeframe

Status

Administrative staff will monitor discipline referrals to identify teachers in need of intervention. Discipline data will be reported to leadership teams (ILT/MTSS Team) and discussed during their regular meetings.	Principal, ILT	Sep 4, 2018 to Jun 7, 2019	Not started
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Multi-tiered support systems

MTSS Team/ILT will create and communicate the MTSS Action Plan which will include, MTSS Referral documents, and school-level expectations for implementation at the beginning of the school year.	Principal, ILT, MTSS Team	Jun 4, 2018 to Sep 14, 2018	Not started
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Multi tiered support systems

School fund research-based resources to support every student has access to high-quality Tier 1 core instruction along with any needed targeted Tier 2 or intensive Tier 3 instruction/interventions.	Principal, ILT, MTSS Team	Jun 4, 2018 to Jan 25, 2019	Not started
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Aligned resources, Multi-tiered support systems

A MTSS team will be created to include the specialized service team, teachers, the case manager, and principal. The team will meet monthly to analyze referrals and make decisions on Tier 3 support.	Principal, ILT, Case Manager, MTSS Team	May 21, 2018 to Jun 15, 2018	Not started
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Multi-tiered support systems

The MTSS team will conduct professional development to the entire school staff on the district focus, expectations, and available resources for MTSS SY18, know the common language for MTSS, understand why we need to leverage Multitiered System of Supports, increase their understanding of MTSS, understand the problem solving process, and draft a plan to monitor school-wide levels of support.	Principal, MTSS team including specialized services staff	Aug 29, 2018 to Jun 14, 2019	Not started
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Multi-tiered support systems

MTSS Team will meet with classroom teachers prior to scheduled determination and initial meetings on children who are not making adequate achievement in Tier 3 of MTSS.	MTSS Team, Case Manager	Sep 4, 2018 to Jun 12, 2020	Not started
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Aligned resources, Multi-tiered support systems

Funding for coverage shall be provided so that a classroom teacher can attend the entire MTSS initial or re-evaluation meeting for students being evaluated.	MTSS Team, Case manager	Sep 10, 2018 to Jun 12, 2020	Not started
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Aligned resources, Multi-tiered support systems

The MTSS team will provide professional development for teachers and support staff on proper intervention programs and processes for behavior and academic supports.	MTSS team, case manager, principal	Aug 27, 2018 to Feb 25, 2019	Not started
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Multi-tiered support systems

Strategy 3

If we do...

...then we see...

...which leads to...

direct, high-quality standards-based instruction in all subject areas which includes interventions and enrichment with both general and special education classrooms	students actively engaged in the learning process	an increase student performances on reading, writing, math, and science and a decrease behavior issues.
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Tags:
Multi-tiered support systems

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
Pre-K through 8th grade classroom teachers will continue to provide differentiated instruction (which includes reteaching, small homogeneous / heterogeneous group work, and multiple opportunities for success) throughout the school year.	Teachers	Sep 4, 2018 to Jun 12, 2020	On-Track

Aligned resources, Multi-tiered support systems

In K-5 ELA classrooms (120 minute) and in 6-8 ELA (60 min) Balanced Literacy Reading Block will be the continued practice to provide support in phonemic awareness, phonics, sight words, vocabulary, reading, and writing instruction.	Classroom teachers Principal ILT	Sep 3, 2018 to Jun 12, 2020	On-Track
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Aligned resources, Multi-tiered support systems

For math, grades K-8 will continue to follow the a school-wide instructional block that includes math talks, guided discovery, problem solving, direct instruction, and real life applications that will support student math growth.	Classroom teachers Principal ILT	Sep 3, 2018 to Jun 12, 2020	On-Track
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Aligned resources, Multi-tiered support systems

MTSS Team and ILT will do periodic check-ins with teachers and give feedback.	Principal, ILT and MTSS Team	Oct 8, 2018 to May 26, 2020	On-Track
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Aligned resources, Multi-tiered support systems

ILT will create a data cycle calendar for SY 18 that includes time for assessment creation and adaptation, implementation, analysis, planning meetings, and re-teaching.	ILT Principal	Aug 27, 2018 to Sep 14, 2018	Not started
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Aligned resources, Multi-tiered support systems

Funding will be used to charter buses for educational field trips based on classroom instruction, sporting events, fine arts programs, college/career exposure, and school-wide incentives.	Principals Classroom teachers	Sep 10, 2018 to Jun 5, 2020	Not started
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Aligned resources, Multi-tiered support systems

A 60 minute MTSS block will continue to be embedded within the middle school schedule (Grades 6th-8th). This block will be designed to offer social emotional learning interventions and targeted small group reading and math instructional interventions to improve student outcomes on the NWEA.	Principal ILT	May 28, 2018 to Aug 31, 2018	On-Track
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Safety and order, Multi-tiered support systems

ILT, MTSS Team, and administration will continue to use assessment data to drive teacher support through peer coaching and feedback as needed.	Principal, ILT, MTSS Team	Sep 17, 2018 to Jun 5, 2020	On-Track
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Aligned resources, Multi-tiered support systems

PreK-8 grade teachers will engage in small group instruction as well as the gradual release model.	Classroom teachers	Oct 1, 2018 to Jun 5, 2020	On-Track
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Aligned resources, Multi-tiered support systems

Strategy 4

If we do...	...then we see...	...which leads to...
If we put systems in place for the safety and security of staff and students	teachers instructing students who are actively engaged in the learning process	a safe and orderly learning environment that will enhance opportunities for academic growth.

Tags:
Safety and order

Area(s) of focus:
1

Action step	Responsible	Timeframe	Status
An emphasis will be placed on classroom management and personalized PD will be provided as needed for struggling teachers.	ILT, principal	Aug 29, 2018 to Jun 7, 2019	Not started

Safety and order

Since Madison has only one of each grade level, struggling teachers will observe in model teacher's classrooms (of the same grade level) outside of Madison as part of the coaching cycle to see what exemplary classroom looks like in practice.	Teachers, Principal	Sep 10, 2018 to Mar 15, 2019	Not started
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Safety and order

Personalized PD and interventions will be provided as part of the coaching cycle. Coaches will model best practices in classroom management in struggling teacher's classrooms as needed.	Principal, MTSS team	Sep 10, 2018 to Jun 3, 2019	Not started
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Safety and order

Clear and detailed classroom behavioral expectations will be provided. Teachers will be given an overview of support systems in plan to help them meet these expectations.	ILT, MTSS Team, Principal	Aug 27, 2018 to Nov 16, 2018	Not started
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Safety and order, Multi-tiered support systems

Our school-wide discipline plan will be shared with parents during open house by teachers, during Annual Title I meeting, and on the school website. A hardcore of plan will be sent to parents as part of the enrollment pack.	Principal, classroom teachers	Aug 29, 2018 to Sep 7, 2018	Not started
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Parent partnerships, Safety and order, Multi-tiered support systems

Workshops will be held to help parents with positive discipline at home.	PAC, Principal	Sep 10, 2018 to Jun 5, 2020	Not started
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Aligned resources, Parent partnerships, Safety and order

To keep parents informed about students behavior, both positive and in need of improvement, Class Dojo, telephone calls, and/or e-mails will be used as a communication tool.	Teachers, support staff	Aug 29, 2018 to Jun 12, 2020	On-Track
Parent partnerships, Safety and order, Multi-tiered support systems			
Student goal setting will be in place for both academic and behavioral goals. An academic and behavior contract will be signed by both parties. Teachers and students will monitor these goals by conferencing at least weekly.	Teachers, principal	Sep 4, 2018 to Jun 12, 2020	On-Track
Safety and order, Multi-tiered support systems			
Support staff including security personnel shall receive training on managing students in common areas and options for engaging and organized recess periods at the beginning, middle, and end of the year. This team shall meet monthly to evaluate their progress.	Principal, support staff	Aug 29, 2018 to Jun 12, 2020	Not started
Safety and order, Multi-tiered support systems			
Funding will be sought to provide stipends to utilize the services of parents and/or community members during recess and lunch periods.	Principal	Sep 4, 2018 to Jun 12, 2020	Not started
Parent partnerships, Safety and order, Multi-tiered support systems			
Teachers shall work collaboratively to revisit and refresh CHAMPS posters, strategies, and routines by department (primary, intermediate, upper). Implementation will be done with consistency and fidelity.	Classroom teachers	Aug 29, 2018 to Jun 12, 2020	On-Track
Safety and order, Multi-tiered support systems			
The entire Madison School staff shall collaborate to create school-wide norms for common areas such as cafeteria, halls, Music room, gymnasium, and bathrooms. The ILT will meet monthly to evaluate the progress on this initiative.	Classroom teachers	Aug 29, 2018 to Jun 12, 2020	Not started
Safety and order, Multi-tiered support systems			
School-wide student assemblies will be held to review school rules, infractions, and consequences in the beginning, middle, and an evaluation at the end of the school year.	ILT, MTSS Team, Principal	Sep 5, 2018 to Jun 12, 2020	Not started
Safety and order, Multi-tiered support systems			
In-school detention will be continued for students who commit minor infractions such as missing class, arguing, use of profanity, and leaving class without permission. Students will engage in restorative justice sessions while in detention.	MTSS Team, ILT, Principal	Oct 22, 2018 to Jun 12, 2020	Not started
Safety and order, Multi-tiered support systems			
A recess and lunch plan and schedule shall be developed to heightened the chance of orderly experiences. This team shall provide quarterly evaluations of the plan to administration.	Principal, ILT, Support staff	Aug 30, 2018 to Jun 12, 2020	Not started
Safety and order			
Funding will be used to charter buses, assume admission costs for field trips, and replenish items in the school store to reward students who meet behavior, attendance, and academic goals.	Principal, Classroom teachers	Sep 17, 2018 to Nov 5, 2018	Not started

Safety and order, Multi-tiered support systems

Stagger break/lunch schedules so that there is no lapse in building security.	Security Staff, Principal,	Sep 4, 2018 to Jun 21, 2019	Not started
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Safety and order

Separating intermediate (4th-5th grade classes) from middle school. Giving both groups their own distinct instructional space.	Principal, Classroom teachers	Sep 4, 2018 to Jun 21, 2019	Not started
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Classroom environment, Student environment, Transition support

Action Plan

Strategy 1

NOT STARTED

Grade level departments will meet to identify materials and resources needed that are aligned to standards and how they have impacted the student achievement results."

Jun 04, 2018 to Oct 09, 2018 - Department Chair Principal All Teachers

Status history



Apr 27

NOT STARTED

Apr 27, 2018

Evidence

Grade Level Departments Reports, sign in sheets, Agenda, curriculum binder, small group planning tool, small group progress monitoring tool, assessment data, assessment

NOT STARTED

Funding will be used to purchase skill and assessment building math and reading technology programs such as Superkids portal (curriculum, assessment), Go Math interactive lessons, and Measuring Up Live (3rd-8th)."

Jun 04, 2018 to Sep 07, 2018 - Principal

Status history



Apr 27

NOT STARTED

Apr 27, 2018

Evidence

Purchase Orders

NOT STARTED

Funding will be used to replenish Common Core and PARCC aligned core instructional materials and online resources for reading and math (i.e. Common Core Progress, Common Core Support, Envisions, etc.)"

Jun 04, 2018 to Sep 07, 2018 - Principal

Status history



Apr 27

NOT STARTED

Apr 27, 2018

Evidence

Budget

NOT STARTED

Funding to secure community based partnerships that support student SEL and Fine Arts curriculum (i.e. Intonation, Black Star Project, Girls of Grace, Polished Pebbles, etc.)."

Jun 18, 2018 to Oct 15, 2018 - Principal

Status history



Apr 27

NOT STARTED

Apr 27, 2018

Evidence

Budget Community Partnerships

NOT STARTED

Funding will be used to support ILT and teacher collaborative team meetings and professional development sessions. These funds will also be used to provide substitute teachers when needed."

Sep 03, 2018 to Jun 12, 2020 - Principal

Status history



Apr 27

NOT STARTED

Apr 27, 2018

Evidence

Agendas, sign-in sheets, payroll documents

NOT STARTED

Funding will be used to charter buses for educational field trips based on classroom instruction, sporting events, fine arts programs, college/career exposure, and school-wide incentives."

Sep 03, 2018 to Jun 03, 2019 - Principal, ILT

Status history



Apr 27

NOT STARTED

Apr 27, 2018

Evidence

Budget

ON-TRACK

Funding will be used to support ILT and teachers in professional development opportunities within and outside of Network 12"

Jun 04, 2018 to May 31, 2019 - Principal

Status history



Apr 27

ON-TRACK

Apr 27, 2018

Evidence

Budget

NOT STARTED

ILT will create a data cycle calendar that includes time for assessment creation and adaptation, implementation, analysis, planning meetings, and re-teaching."

Aug 29, 2018 to Oct 05, 2018 - ILT Principal

Status history



Apr 27

NOT STARTED Apr 27, 2018
Evidence
Data Cycle Calendar

NOT STARTED
Grade level departments will continue to meet to analyze data, curriculum, and instructional practices. They will make decisions that are aligned to current resources used and how it impacted the student achievement results. They will discuss if Tier 3 students should be referred to the MTSS Team."

Sep 10, 2018 to Jun 05, 2020 - Teachers ILT MTSS Team

Status history

Apr 27

NOT STARTED Apr 27, 2018
Evidence
Agendas, minutes

NOT STARTED
Fund current instructional programs for reading and math. Materials needed which include: Superkids consumables and online portal access, Go-Math, and Envisions Math programs."

Jun 04, 2018 to Sep 07, 2018 - Principal

Status history

Apr 27

NOT STARTED Apr 27, 2018
Evidence
Budget

NOT STARTED
Funding will be used to purchase technology-based intervention programs—Heads Sprout and Happy Numbers for K-2; Measuring Up Live for 3-8."

Jun 04, 2018 to Sep 07, 2018 - Principal

Status history

Apr 27

NOT STARTED Apr 27, 2018
Evidence
Budget

NOT STARTED
Funding will be used to purchased computers and/or tablets for K-3 grade classrooms."

Jun 04, 2018 to Dec 14, 2018 - Principal

Status history

Apr 27

NOT STARTED Apr 27, 2018
Evidence
Budget

NOT STARTED
Funding will be used to replenish the computes in the computer lab in the modular building."

Jun 04, 2018 to Jun 05, 2020 - Principal

Status history

Apr 27

NOT STARTED Apr 27, 2018
Evidence
Budget

NOT STARTED Funding will be used to purchase handwriting instructional materials Zaner- Bloser, 2nd - 6th."

Jun 04, 2018 to Sep 07, 2018 - Principal

Status history

Apr 27
Apr 27

NOT STARTED Apr 27, 2018
Evidence
Budget

NOT STARTED Funding will be used to purchase writing instructional materials Zaner-Bloser for K-8th."

Jun 04, 2018 to Sep 07, 2018 - Principal

Status history

Apr 27
Apr 27

NOT STARTED Apr 27, 2018
Evidence
Budget

NOT STARTED Funding will be used to purchase Interactive Science by Pearson for K-5th."

Jun 04, 2018 to Sep 07, 2018 - Principal

Status history

Apr 27
Apr 27

NOT STARTED Apr 27, 2018
Evidence
Purchase Order

NOT STARTED Replenish Zaner-Bloser Voices Level Readers for guided reading as well as Heinemann Level Readers for intervention."

Jun 05, 2018 to Oct 19, 2018 -

Status history

Apr 27
Apr 27

NOT STARTED Apr 27, 2018
Evidence
Purchase Order

Strategy 2

NOT STARTED Administrative staff will monitor discipline referrals to identify teachers in need of intervention. Discipline data will be reported to leadership teams (ILT/MTSS Team) and discussed during their regular meetings."

Sep 04, 2018 to Jun 07, 2019 - Principal, ILT

Status history

Apr 27
Apr 27

NOT STARTED

Apr 27, 2018
Evidence

agendas, minutes Meeting Schedule, walk-throughs, office referral data

NOT STARTED

MTSS Team/ILT will create and communicate the MTSS Action Plan which will include, MTSS Referral documents, and school-level expectations for implementation at the beginning of the school year."

Jun 04, 2018 to Sep 14, 2018 - Principal, ILT, MTSS Team

Status history



Apr 27

NOT STARTED

Apr 27, 2018
Evidence

MTSS Action Plan, Agendas, minutes

NOT STARTED

School fund research-based resources to support every student has access to high-quality Tier 1 core instruction along with any needed targeted Tier 2 or intensive Tier 3 instruction/interventions."

Jun 04, 2018 to Jan 25, 2019 - Principal, ILT, MTSS Team

Status history



Apr 27

NOT STARTED

Apr 27, 2018
Evidence

Classroom observations, purchase orders

NOT STARTED

A MTSS team will be created to include the specialized service team, teachers, the case manager, and principal. The team will meet monthly to analyze referrals and make decisions on Tier 3 support."

May 21, 2018 to Jun 15, 2018 - Principal, ILT, Case Manager, MTSS Team

Status history



Apr 27

NOT STARTED

Apr 27, 2018
Evidence

MTSS Team Roster

NOT STARTED

The MTSS team will conduct professional development to the entire school staff on the district focus, expectations, and available resources for MTSS SY18, know the common language for MTSS, understand why we need to leverage Multitiered System of Supports, increase their understanding of MTSS, understand the problem solving process, and draft a plan to monitor school-wide levels of support."

Aug 29, 2018 to Jun 14, 2019 - Principal, MTSS team including specialized services staff

Status history



Apr 27

NOT STARTED

Apr 27, 2018
Evidence

Agenda, sign-in sheets, power point presentation

NOT STARTED

MTSS Team will meet with classroom teachers prior to scheduled determination and initial meetings on children who are not making adequate achievement in Tier 3 of MTSS."

Sep 04, 2018 to Jun 12, 2020 - MTSS Team, Case Manager

Status history

Apr 27

NOT STARTED Apr 27, 2018

Evidence

Case manager schedule

NOT STARTED

Funding for coverage shall be provided so that a classroom teacher can attend the entire MTSS initial or re-evaluation meeting for students being evaluated."

Sep 10, 2018 to Jun 12, 2020 - MTSS Team, Case manager

Status history

Apr 27

NOT STARTED Apr 27, 2018

Evidence

Case manager's schedule

NOT STARTED

The MTSS team will provide professional development for teachers and support staff on proper intervention programs and processes for behavior and academic supports."

Aug 27, 2018 to Feb 25, 2019 - MTSS team, case manager, principal

Status history

Apr 27

NOT STARTED Apr 27, 2018

Evidence

Agendas, sign-in sheets

Strategy 3

ON-TRACK

Pre-K through 8th grade classroom teachers will continue to provide differentiated instruction (which includes reteaching, small homogeneous / heterogeneous group work, and multiple opportunities for success) throughout the school year."

Sep 04, 2018 to Jun 12, 2020 - Teachers

Status history

Apr 27

ON-TRACK Apr 27, 2018

Evidence

Classroom observations, small group templates, lesson plans

ON-TRACK

In K-5 ELA classrooms (120 minute) and in 6-8 ELA (60 min) Balanced Literacy Reading Block will be the continued practice to provide support in phonemic awareness, phonics, sight words, vocabulary, reading, and writing instruction."

Sep 03, 2018 to Jun 12, 2020 - Classroom teachers Principal ILT

Status history

Apr 27

ON-TRACK

Apr 27, 2018

Evidence

observations, lesson plans, classroom schedules

ON-TRACK

For math, grades K-8 will continue to follow the a school-wide instructional block that includes math talks, guided discovery, problem solving, direct instruction, and real life applications that will support student math growth."

Sep 03, 2018 to Jun 12, 2020 - Classroom teachers Principal ILT

Status history

Apr 27

ON-TRACK

Apr 27, 2018

Evidence

Classroom observations, lesson plans

ON-TRACK

MTSS Team and ILT will do periodic check-ins with teachers and give feedback."

Oct 08, 2018 to May 26, 2020 - Principal, ILT and MTSS Team

Status history

Apr 27

ON-TRACK

Apr 27, 2018

Evidence

Observation Feedback forms

NOT STARTED

ILT will create a data cycle calendar for SY 18 that includes time for assessment creation and adaptation, implementation, analysis, planning meetings, and re-teaching."

Aug 27, 2018 to Sep 14, 2018 - ILT Principal

Status history

Apr 27

NOT STARTED

Apr 27, 2018

Evidence

Data Cycle Calendar

NOT STARTED

Funding will be used to charter buses for educational field trips based on classroom instruction, sporting events, fine arts programs, college/career exposure, and school-wide incentives."

Sep 10, 2018 to Jun 05, 2020 - Principals Classroom teachers

Status history

Apr 27

NOT STARTED

Apr 27, 2018

Evidence

Purchase Orders, Field Trip Requests

ON-TRACK

A 60 minute MTSS block will continue to be embedded within the middle school schedule (Grades 6th-8th). This block will be designed to offer social emotional learning interventions and targeted small group reading and math instructional interventions to improve student outcomes on the NWEA."

May 28, 2018 to Aug 31, 2018 - Principal ILT

Status history

Apr 27

ON-TRACK Apr 27, 2018
Evidence
Block Schedule

ON-TRACK
ILT, MTSS Team, and administration will continue to use assessment data to drive teacher support through peer coaching and feedback as needed."

Sep 17, 2018 to Jun 05, 2020 - Principal, ILT, MTSS Team

Status history

Apr 27

ON-TRACK Apr 27, 2018
Evidence
Peer Coaching Feedback forms

ON-TRACK PreK-8 grade teachers will engage in small group instruction as well as the gradual release model."

Oct 01, 2018 to Jun 05, 2020 - Classroom teachers

Status history

Apr 27

ON-TRACK Apr 27, 2018
Evidence
Classroom observations

Strategy 4

NOT STARTED An emphasis will be placed on classroom management and personalized PD will be provided as needed for struggling teachers."
Aug 29, 2018 to Jun 07, 2019 - ILT, principal

Status history

Apr 27

NOT STARTED Apr 27, 2018
Evidence
Walk-throughs, office referrals

NOT STARTED Since Madison has only one of each grade level, struggling teachers will observe in model teacher's classrooms (of the same grade level) outside of Madison as part of the coaching cycle to see what exemplary classroom looks like in practice."

Sep 10, 2018 to Mar 15, 2019 - Teachers, Principal

Status history

Apr 27

NOT STARTED Apr 27, 2018
Evidence
Professional Development Summary

NOT STARTED

Personalized PD and interventions will be provided as part of the coaching cycle. Coaches will model best practices in classroom management in struggling teacher's classrooms as needed."

Sep 10, 2018 to Jun 03, 2019 - Principal, MTSS team

Status history



Apr 27

NOT STARTED

Apr 27, 2018

Evidence

Coach's log

NOT STARTED

Clear and detailed classroom behavioral expectations will be provided. Teachers will be given an overview of support systems in place to help them meet these expectations."

Aug 27, 2018 to Nov 16, 2018 - ILT, MTSS Team, Principal

Status history



Apr 27

NOT STARTED

Apr 27, 2018

Evidence

Classroom management practices, walk-throughs, discipline plan

NOT STARTED

Our school-wide discipline plan will be shared with parents during open house by teachers, during Annual Title I meeting, and on the school website. A hardcore of plan will be sent to parents as part of the enrollment pack."

Aug 29, 2018 to Sep 07, 2018 - Principal, classroom teachers

Status history



Apr 27

NOT STARTED

Apr 27, 2018

Evidence

Power point presentation, flyers, discipline plan

NOT STARTED

Workshops will be held to help parents with positive discipline at home."

Sep 10, 2018 to Jun 05, 2020 - PAC, Principal

Status history



Apr 27

NOT STARTED

Apr 27, 2018

Evidence

Flyers, agendas, sign-in sheets

ON-TRACK

To keep parents informed about students behavior, both positive and in need of improvement, Class Dojo, telephone calls, and/or e-mails will be used as a communication tool."

Aug 29, 2018 to Jun 12, 2020 - Teachers, support staff

Status history



Apr 27

ON-TRACK Apr 27, 2018
Evidence
Contact logs

ON-TRACK
Student goal setting will be in place for both academic and behavioral goals. An academic and behavior contract will be signed by both parties. Teachers and students will monitor these goals by conferencing at least weekly."

Sep 04, 2018 to Jun 12, 2020 - Teachers, principal

Status history

Apr 27

ON-TRACK Apr 27, 2018
Evidence
Goal setting templates, academic and behavior contracts

NOT STARTED
Support staff including security personnel shall receive training on managing students in common areas and options for engaging and organized recess periods at the beginning, middle, and end of the year. This team shall meet monthly to evaluate their progress."

Aug 29, 2018 to Jun 12, 2020 - Principal, support staff

Status history

Apr 27

NOT STARTED Apr 27, 2018
Evidence
Observations, minutes, agendas, office referrals

NOT STARTED
Funding will be sought to provide stipends to utilize the services of parents and/or community members during recess and lunch periods."

Sep 04, 2018 to Jun 12, 2020 - Principal

Status history

Apr 27

NOT STARTED Apr 27, 2018
Evidence
Observations, sign-in sheets

ON-TRACK
Teachers shall work collaboratively to revisit and refresh CHAMPS posters, strategies, and routines by department (primary, intermediate, upper). Implementation will be done with consistency and fidelity."

Aug 29, 2018 to Jun 12, 2020 - Classroom teachers

Status history

Apr 27

ON-TRACK Apr 27, 2018
Evidence
Check-in visits

NOT STARTED
The entire Madison School staff shall collaborate to create school-wide norms for common areas such as cafeteria, halls, Music room, gymnasium, and bathrooms. The ILT will meet monthly to evaluate the progress on this initiative."

Aug 29, 2018 to Jun 12, 2020 - Classroom teachers

Status history



Apr 27

NOT STARTED Apr 27, 2018

Evidence

Observations, ILT reports

NOT STARTED

School-wide student assemblies will be held to review school rules, infractions, and consequences in the beginning, middle, and an evaluation at the end of the school year."

Sep 05, 2018 to Jun 12, 2020 - ILT, MTSS Team, Principal

Status history



Apr 27

NOT STARTED Apr 27, 2018

Evidence

Photos, videos, questionnaires

NOT STARTED

In-school detention will be continued for students who commit minor infractions such as missing class, arguing, use of profanity, and leaving class without permission. Students will engage in restorative justice sessions while in detention."

Oct 22, 2018 to Jun 12, 2020 - MTSS Team, ILT, Principal

Status history



Apr 27

NOT STARTED Apr 27, 2018

Evidence

Office referrals, detention records

NOT STARTED

A recess and lunch plan and schedule shall be developed to heightened the chance of orderly experiences. This team shall provide quarterly evaluations of the plan to administration."

Aug 30, 2018 to Jun 12, 2020 - Principal, ILT, Support staff

Status history



Apr 27

NOT STARTED Apr 27, 2018

Evidence

Lunch/Recess Plan, Quarterly Evaluations

NOT STARTED

Funding will be used to charter buses, assume admission costs for field trips, and replenish items in the school store to reward students who meet behavior, attendance, and academic goals."

Sep 17, 2018 to Nov 05, 2018 - Principal, Classroom teachers

Status history



Apr 27

NOT STARTED Apr 27, 2018

Evidence

On track reports Budget

NOT STARTED

Stagger break/lunch schedules so that there is no lapse in building security."

Sep 04, 2018 to Jun 21, 2019 - Security Staff, Principal,

Status history

Apr 27

NOT STARTED

Apr 27, 2018

Evidence

Printed schedule, Lunch recess plan

NOT STARTED

Separating intermediate (4th-5th grade classes) from middle school. Giving both groups their own distinct instructional space."

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

Status history

Apr 27

NOT STARTED

Apr 27, 2018

Evidence

On track reports, MTSS reports

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

ESSA Program

ESSA Schoolwide Program

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

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy

Complete

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

The school will conduct monthly Parent Advisory Council meetings to review and revise school improvement policies. Additionally, surveys and questionnaires will be sent home quarterly to solicit input about academic and recreational programs as well as safety and security.

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

On September 12, 2018, the principal will facilitate the Title 1 Annual Meeting. Following this meeting, we will organize our SY18 and SY19 PAC. The PAC will conduct training sessions on various topics throughout the school year (at least one per quarter) within and outside of the school building. Parents and community members will also be invited to attend quarterly State of Madison meetings held by the principal.

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.

Madison School has a parent room that is accessible to parents throughout the school day and whenever the building is open. Parent requests will be filtered through the PAC and LSC president and meetings will be scheduled accordingly with the approval of the principal. Additionally, Information will be distributed through Madison ES monthly monthly newsletter. PAC meetings will be ongoing on a monthly basis. Madison will schedule an open house to provide parents with an overview of school expectations academically and socially. Upon parent request, individual teacher and parent conferences can be scheduled to discuss individual student progress.

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

Parents will receive a copy of student's State performance assessment in reading, language arts and math. Report will detail how student measure with state, district and school averages. Parents will have access to the CPS Parent Portal; receive 5-week progress reports, quarterly report cards, and remediation plans; and receive assessment reports for NWEA, mClass TRC and Math.

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.

At Madison ES if a teacher isn't considered highly qualified as defined NCLB. Parent will be notified for at least 4 consecutive weeks by mail.

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.

PARCC and
NWEA Maps Assessments will contain information for student progress and annual growth. The projected available date for distribution to parents will be on or before Sept. 19, 2018.

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.

Madison School has a parent room that is accessible to parents throughout the school day and whenever the building is open. Parents have access to a computer and a printer. The PAC provides resources on available training throughout the city of Chicago. The PAC and principal will also provide training from outside vendors on social emotional learning and literacy topics.

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.

Staff will receive professional development on how to properly and successfully communicate with parents via various modes--monthly newsletters, frequent phone calls, emails, parent portals such as Class Dojo.

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.

Madison ES will, when feasible, provide parents with alternative school option for head start programs. Information is made available at the time of intake/enrollment.

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.

Through Madison ES monthly newsletters parents will received information related to monthly activities, events and parental/family programs.

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.)

Madison School students will receive a high quality education infused in the arts and guided by the Common Core State Standards. Administrative support for highly qualified teachers to provide intensive challenging instructional practices in a safe and supportive learning environment.

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.

Upon request of parent and/or teacher conferences are schedule before and after school. Mandatory report card pickup day at the end of quarter 1st and 3rd quarter. Report card pickup day will be schedule for private conferences with teacher.

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

Parents will receive a copy of student's State performance assessment in reading, language arts and math. Report will detail how student measure with state, district and school averages. Parents will have access to the CPS Parent Portal; receive 5-week progress reports, quarterly report cards, and remediation plans; and receive assessment reports for NWEA, mClass TRC and Math every quarter.

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

Upon request teacher parent conferences are available before and /or after school. Teacher and parents can also correspond through electronically.

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.

School Administration strongly encourage parents to volunteer and become activity participants in the school community. Parents who have met screening requirements will be allowed to volunteer throughout the school year. Parents are always expected to assist with attend field trips, assembly programs, family literacy nights, back to school picnic and other school-wide special events.

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

Parents will receive training and suggestions from teachers and the PAC on how to be more active in their child's academic endeavors. They will sign parent contracts that pledge their support to attendance, homework, and behavior initiatives.

Through positive parent teacher interaction, parents and teachers will take a proactive role in monitoring academic and social progress.

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

Parents will participate in monthly LSC and PAC meetings at Madison ES. They will be invited to Open House at the beginning of each school year, parent teacher conferences throughout the year, and through volunteerism.

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

Students will practice and demonstrate the social skills acquired to allow them to focus on instruction, engage in positive peer interactions, and complete learning tasks. They will be held accountable for excellent attendance and understand its importance in the learning process.

Parents will monitor students achievement through parent portal, school-wide activities.

Parent Budget

Complete

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

The goal of the parents with the needed resources/training to support their students at home academically and behaviorally. Each month, the PAC will conduct parent training to accomplish this goal. In September, the parents will receive Title 1 training.. Throughout the year the training will be focused on Social Skills, Reading, Math, Science, and Technology topics.

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

Account(s)	Description	Allocation
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51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 0 .00
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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.	\$ 1047 .00
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53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 380 .00
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54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ Amount .00
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54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ Amount .00
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<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
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<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.	\$ 100 .00
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<p>53510</p>

Postage
Must be used for parent and family engagement programs only.

\$	Amount	.00
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53306

Software

Must be educational and for parent use only.

\$	Amount	.00
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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 be used only by parents.

\$	Amount	.00
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