

CPS MISSION

We inspire all students to build the skills and confidence to find their passions and achieve their goals.

AREA OF FOCUS #1	AREA OF FOCUS #2	AREA OF FOCUS #3
<p>CONTENT Academic Achievement - Literacy</p>	<p>CUSTOMIZATION Academic Growth – Literacy</p>	<p>CULTURE Growth Mindset & Progress Monitoring</p>
<p>Through uninterrupted Reading & Language Arts segments, provide robust standards-based Tier-1 instruction – fully supported through the science of reading, and utilizing curricular resources (Benchmark ADVANCE) that are fully aligned across grades K – 3.</p>	<p>Based on aligned formative assessment processes in grades K – 3, utilize research-based instructional practices during small group segments, with customized schoolwide expectations established for each grade level.</p>	<p>Through fully aligned goal setting and progress monitoring practices, focus on timely, attainable, and measurable goals for each student in an effort to facilitate a growth-oriented culture.</p>
<p>Strategies:</p>	<p>Strategies:</p>	<p>Strategies:</p>
<ul style="list-style-type: none"> • <i>Adopt long-term curricular literacy-based instructional resources that are fully aligned with the science of reading and support the widest possible range of student support needs.</i> • <i>Fully align literacy-based instructional resources in grades K – 3, with opportunities for all teachers to collaborate vertically throughout the schoolyear.</i> • <i>Monitor a wide range of assessment data (Benchmark, MAP, Fluency) to facilitate appropriate individual, class, or grade level remediation or enrichment opportunities.</i> 	<ul style="list-style-type: none"> • <i>Establish schoolwide expectations for small group literacy planning, instruction, and progress monitoring for students.</i> • <i>Provide grade specific expectations for small group planning, instruction, and literacy progress monitoring – with the purpose of allow teachers to exercise flexibility in their focus priorities, based on the unique standards of each grade level.</i> • <i>Provide students with the opportunity to self-monitor progress in skill and content knowledge, based on teacher facilitated goal setting.</i> 	<ul style="list-style-type: none"> • <i>Establish a schoolwide plan for goal setting and progress monitoring in grades K – 3 with an emphasis on literacy and growth.</i> • <i>Establish a schoolwide communication plan for providing parents with an understanding of each student’s goals and how they are established.</i> • <i>Provide students with an opportunity to self-monitor progress in skill and content acquisition, with visual charting that is age / grade appropriate for child.</i>
<p>Professional Learning:</p>	<p>Professional Learning:</p>	<p>Professional Learning:</p>
<ul style="list-style-type: none"> • <i>Dynamic, on sight professional development facilitated by Benchmark Advance staff in an effort to support teachers in their first year of implementation.</i> • <i>TSS Facilitated grade-level debriefs each unit (3 weeks) to help support teachers and provide meaningful adjustments throughout the schoolyear.</i> • <i>Continued Science of Reading PD throughout the building, including LETRS and Growing Readers.</i> 	<ul style="list-style-type: none"> • <i>TSS Facilitated professional development for grade levels in establishing, facilitating, and progress monitoring small group literacy instruction.</i> • <i>Continued Science of Reading PD throughout the building, including LETRS, Growing Readers, and Growing Readers.</i> 	<ul style="list-style-type: none"> • <i>In collaboration with the SSS, TSS, and ITS, administrators will facilitate professional learning opportunities on data analysis & usage, goal setting, and progress monitoring.</i> • <i>Team Leaders will facilitate grade specific training on visually representing goals and progress monitoring.</i> • <i>In collaboration with Team Leaders, administrators will facilitate training on effective communication practices for progress monitoring and family support.</i>

Trust Accountability Goals

To What Degree...		Current Efforts:
<i>Pillar 1</i>	<ul style="list-style-type: none"> • 1.1 Essential Content Are students learning the most relevant content and skills in each course and/or content area? • 1.4 Meeting Student Needs Are we able to tailor instruction to students and student needs? 	<ul style="list-style-type: none"> • Benchmark Advance is fully aligned with Reading / ELA Standards and integrates the vast majority of science and social studies standards within the curricular resource. • Vertical alignment allows students to focus on learning and mastering new skills and content, rather than adapting to new or unfamiliar learning / teaching strategies. • Schoolwide and grade specific small group expectations provide teachers with a stronger understanding of tailored instruction. • Small group progress monitoring will help teachers have a stronger understanding the needs of each student, and provide them with the flexibility to customize the learning process.
<i>Pillar 3</i>	<ul style="list-style-type: none"> • 3.1 Student Voice Do we facilitate and value student voice? • 3.4 Learning Expectations Are we preparing all students for life beyond school, including college, career and citizenship? 	<ul style="list-style-type: none"> • A focus on goal setting and student-facilitated progress monitoring, will provide students and teachers with growth ownership. Students will begin to exercise their own voice when setting attainable and measurable goals. • Goal setting and maintaining a growth mindset are life-long skills that have a basis in research in how well they facilitate success both within and beyond the scholastic environment.