

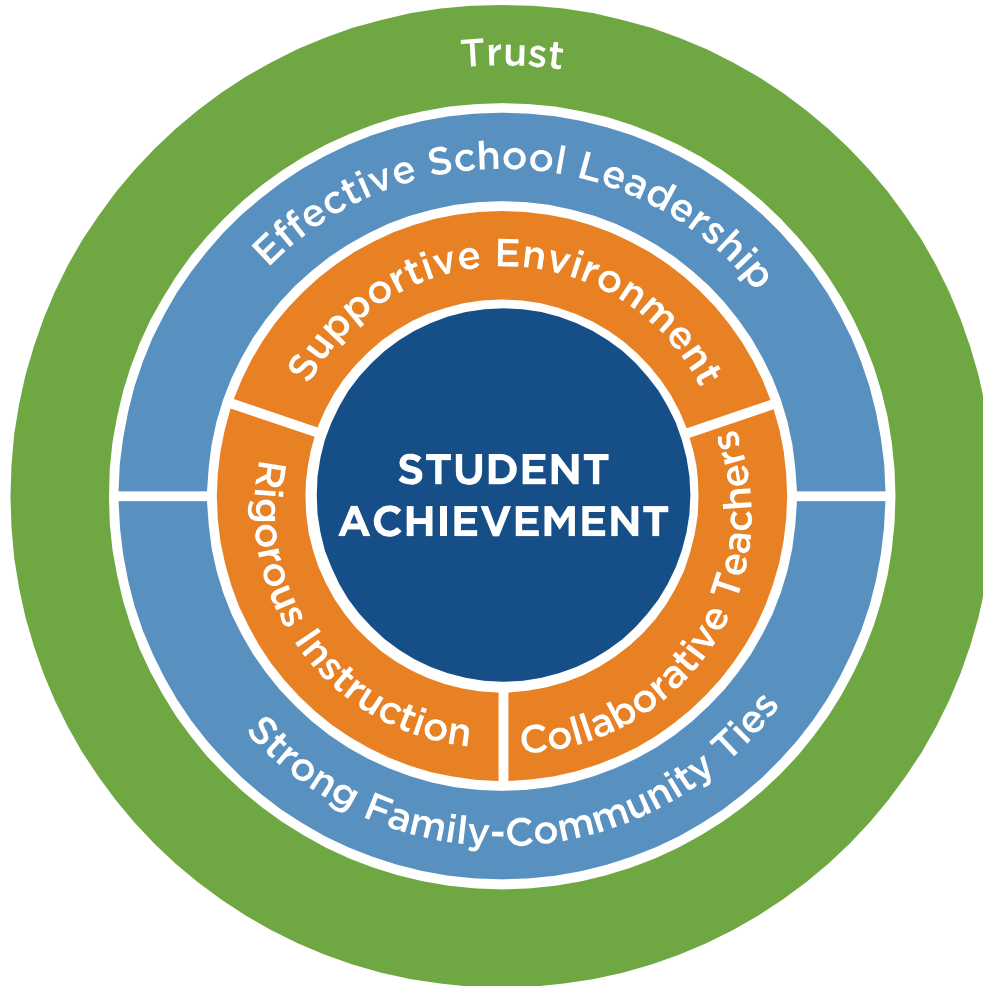


NYC Department of Education

Building Great Schools, Together: The Next Era in New York City Education

Overview of the Framework for Great Schools and School Quality Reports

The latest research identifies six transformative elements that drive school improvement and prepare students to compete and engage as citizens in the 21st century



- > All elements are interconnected
- > Approach is centered on supporting schools and students to improve achievement
- > Comprehensive model is a multi-dimensional, analytic approach validated by extensive research
- > Weakness in even one element limits student growth

This new approach enables us to make a fundamental change to the way we partner with our schools while aligning support to accountability

A holistic, analytic approach

Understanding and evaluating schools using a proven approach that is based on robust research and grounded in multiple measures of a school's ability to drive student achievement

Timely feedback

Focusing on leading indicators that allow schools to adjust practice in real time rather than lagging measures of student achievement received after students have left the grade

Targeted support

Providing tailored support to foster a professional learning community focused on continuous learning

Shared responsibility

Establishing the shared goal of building capacity to improve student achievement and holding schools and the system accountable to that goal in a measurable and reliable way

Partnering with families and community

Bringing together the strengths of schools and communities to support students throughout the school day and beyond

The 6 elements are comprised of 18 indicators each with specific measures which, together, predict growth or stagnation in schools

Element	Indicator	What good looks like
Rigorous Instruction	<ul style="list-style-type: none"> > Course clarity > Quality of student discussion > English and Math instruction 	<ul style="list-style-type: none"> > High standards are set in every classroom; with a focus on customized, inclusive and motivating instruction, as well as active student engagement developing critical thinking skills
Supportive Environment	<ul style="list-style-type: none"> > Safety and order > Social emotional learning > Academic support and press 	<ul style="list-style-type: none"> > A school culture where students feel safe, supported and challenged by their teachers and peers; and are engaged in ambitious intellectual activity
Collaborative Teachers	<ul style="list-style-type: none"> > Culturally responsive pedagogy > Professional development > School commitment > Professional community 	<ul style="list-style-type: none"> > Teachers committed to success and driven to improve in their classroom and across the school; school leadership pays deliberate attention to professional growth; culture of continuous improvement and developing a school-based professional community
Effective School Leadership	<ul style="list-style-type: none"> > Inclusive/facilitative leadership > Instructional leadership 	<ul style="list-style-type: none"> > Principals leading change at the community level, nurturing the leadership development of others, and providing guidance over time to sustain a coherent instructional program
Strong Family-Community Ties	<ul style="list-style-type: none"> > Parent involvement > School-community partnerships 	<ul style="list-style-type: none"> > School leadership drawing on the resources within the building and from the local community; encouraging partnerships with families, local business, community organizations, and city agencies
Trust	<ul style="list-style-type: none"> > Family-staff trust > Central trust > Student-teacher trust > Staff trust 	<ul style="list-style-type: none"> > Across all relationships, there is respect, personal regard, assumed competence, and integrity; and all parties value and respect each other

Rigorous Instruction

Measures

- > Common Core shifts in Literacy
- > Common Core shifts in Math
- > English and Math instruction
- > Course clarity
- > Quality of student discussion

Sample Survey Questions:

Teachers report that in planning *their* last unit, they were able to include opportunities to:

- > Provide students with reading and writing experiences grounded in evidence from text, both literary and informational
- > Strengthen students' understanding of narrative text through meaningful connections to their personal experiences
- > Create coherent progressions within the standards from grade to grade so student knowledge and skills build on previous learning as foundations for math concepts taught in later years
- > Focus deeply on the concepts emphasized in the standards to help students build strong foundations for learning
- > Develop students' conceptual understanding, procedural fluency, and their ability to apply math in context

Students report that:

- > Students build on each other's ideas during class discussions
- > Students use data and text references to support their idea
- > Students show that they respect each other's ideas
- > Students provide constructive feedback to their peers/teachers
- > Most students participate in the class discussions at some point

Examples of Effective Practice:

- > Curriculum is challenging, engaging and aligned across grades, and classes are well-defined with clear expectations for student success
- > Instruction is clear, well-structured, and encourages students to build and apply knowledge
- > Classrooms are interactive and encourage students to build and apply knowledge

Supportive Environment

Measures

- > Safety
- > Classroom behavior
- > Social emotional learning practices
- > Next level guidance
- > Press toward academic achievement
- > Knowledge of students
- > Peers support for academic work

Sample Survey Questions:

Students: I feel safe....

- > Outside around this school
- > Traveling between home and this school
- > In the hallways, bathrooms, locker rooms, and cafeteria of this school
- > In my classes at this school

Families: Students at this school:

- > Feel it is important to come to school every day
- > Feel it is important to pay attention in class
- > Think doing homework is important
- > Try hard to get good grades

Teachers report that adults in their school:

- > Teach critical thinking skills to our students (all grades)
- > Instill academic self-confidence in our students (all grades)
- > Teach students the organizational skills needed to succeed in and be prepared for their next grade (elemen./middle)
- > Teach students the study skills needed to succeed in and be prepared for their next grade (elemen./middle)
- > Teach our students the perseverance skills they need to succeed after high school (high school)
- > Adults at this school inspire students to work towards a college degree (high school)

Examples of Effective Practice:

- > Students feel safe both in and around the school building, and while they travel to and from home
- > The culture of the school is such that students push one another. Evidenced by a sense that doing homework and paying attention in class is important
- > Teachers works closely with students who may have missed class or are falling behind
- > Teachers explains things in a different way if a student doesn't understand something in class

Collaborative Teachers

Measures

- > Culturally responsive teaching efficacy
- > Frequency of professional development
- > Quality of professional development
- > School commitment
- > Innovation
- > Reflective dialogue
- > Peer collaboration
- > Focus on student learning
- > Teacher socialization
- > Collective responsibility

Sample Survey Questions:

Teachers report that professional development this year has:

- > Been sustained and coherently focused, rather than short-term and unrelated
- > Included enough time to think carefully about, try, and evaluate new ideas
- > Been closely connected to this school's improvement plan
- > Included opportunities to work productively with colleagues in my school
- > Included opportunities to work productively with teachers from other schools

Teachers report that:

- > I usually look forward to each working day at this school
- > I wouldn't want to work in any other school
- > I feel loyal to this school community
- > I would recommend this school to parents seeking a place for their child

Examples of Effective Practice:

- > Teachers recognize the individual needs and experiences of students, and work together to better understand and support those diverse needs
- > Teachers meet regularly to discuss how to improve their instructional techniques and student outcomes
- > Teachers help maintain discipline in the entire school, not just their classrooms

Effective School Leadership

Measures

- > Inclusive principal leadership
- > Teacher influence
- > School Leadership Team Involvement
- > Program coherence
- > Principal instructional leadership

Sample Survey Questions:

Teachers report that the school principal:

- > Makes clear to the staff his or her expectations for meeting instructional goals
- > Communicates a clear vision for this school
- > Understands how children learn
- > Sets high standards for student learning
- > Presses teachers to implement what they have learned in professional development
- > Carefully tracks student academic progress
- > Knows what's going on in my classroom
- > Participates in instructional planning with teams of teachers

Teachers report that:

- > Once we start a new program, we follow up to make sure that it's working
- > Curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school

Families report that the school principal:

- > Is strongly committed to shared decision making
- > Works to create a sense of community in the school
- > Promotes family and community involvement in the school

Examples of Effective Practice:

- > Principals practice shared leadership, working closely with teachers and staff to set standards for student behavior, make hiring decisions, determine programming and more
- > Principals set high goals for quality instruction by knowing what's going on in classrooms and monitoring student progress
- > Principals support professional advancement for faculty and staff by providing guidance, development opportunities and advice
- > Teachers and SLT have influence on planning how discretionary school funds should be used, determining books and other instructional materials used in classrooms, and setting standards for student behavior

Measures

- > Teacher outreach to families
- > Family involvement in the school
- > School-community partnerships

Sample Survey Questions:

Teachers and families report that :

- > Parents are invited to visit classrooms to observe the instructional program
 - > Teachers communicate regularly with parents
 - > School staff encourage feedback from parents and the community
 - > Teachers really try to understand parents' problems and concerns
 - > Parents are greeted warmly when they call or visit the school
 - > Teachers work closely with parents to meet students' needs
 - > School staff tell parents what the staff needs to advance the school's mission
 - > School staff regularly communicate with parents about how they can help their children learn
-

Examples of Effective Practice:

- > Families are seen as partners in helping students learn
- > Family input and participation in advancing the school's mission is valued
- > The principal pushes teachers to communicate regularly with families. Teachers communicate to families about support needed to advance the school mission
- > Teachers and families think of each other as partners in educating children
- > The entire staff builds strong external relationships and supports efforts to strengthen its students' community resources

Trust

Measures

- > Teacher-family trust
- > Teacher-principal trust
- > Teacher-teacher trust
- > Central-family trust
- > Central-teacher trust
- > Student-teacher trust
- > Family-principal trust

Sample Survey Questions:

Teachers report that:

- > They feel respected by other teachers and their principal.
- > Teachers in this school trust each other
- > It's OK in this school to discuss feelings, worries and frustrations with the principal
- > Teachers respect other teachers who take the lead on school improvement efforts
- > The principal has confidence in the expertise of the teachers
- > They can take the principal at his or her word

Teachers and principals report:

- > They feel respected by the NYC DOE central administration
- > Central DOE employees have confidence in the expertise of the teachers
- > They can take the Chancellor at her word

Students report that:

- > When my teachers tell me not to do something, I know he/she has a good reason
- > I feel safe and comfortable with my teachers at this school
- > My teachers always keep their promises
- > My teachers will always listen to students' ideas
- > My teachers treat me with respect

Families report that:

- > Teachers and parents think of each other as partners in educating children
- > Staff at this school work hard to build trusting relationships with parents like me

Examples of Effective Practice:

- > Teachers listen to student ideas and incorporate them into their instruction
- > Teachers are able to comfortably share their feelings, worries and frustrations with other teachers
- > Principals maintain mutually trusting and respectful relationships with teachers and families

The Framework of Great Schools is grounded on empirical evidence from many of the leading educational researchers in the field

The Chicago Consortium on School Research identified five organizational features of schools that are essential to advancing student achievement and tested the framework to determine how these features predicted substantial improvement:

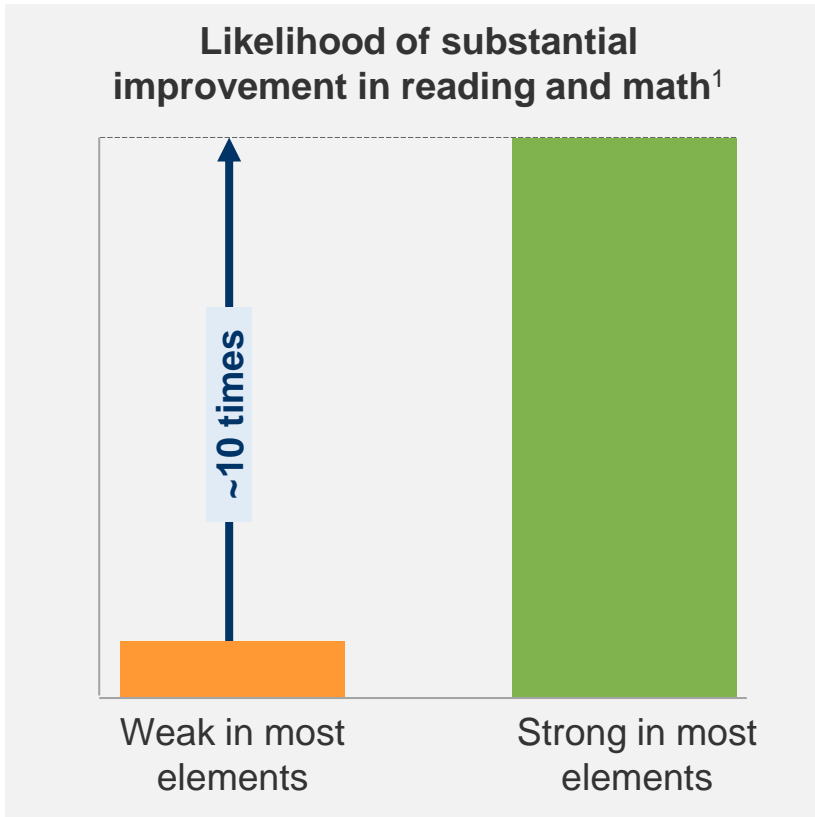
- Using the results from the Iowa Tests of Basic Skills from 1990 to 1996 and daily attendance data, CCSR created indicators for substantial improvements:
 - Math and ELA – The authors defined substantial improvement as being in the top quartile of growth in math and ELA scores using a value added approach, looking at how much students in a school improved from year to year and then charting the growth in that improvement over time controlling for student characteristics
 - Attendance – The authors defined substantial improvement as being in the top quartile of improvement using adjusted attendance trend data controlling for the changes in student characteristics over time in the school
- The authors conducted a regression analysis in order to test whether the five organizational features—including embedded trust measures—were predictive in identifying schools with substantial growth in math and ELA scores and attendance
- The elements that were identified were derived from findings from a comprehensive literature review and measured by survey data pulled from a mid-year point in the analytic period

Organizing Schools for Improvement: Lessons from Chicago, Anthony Bryk, Penny Bender, Sebring, Elaine Allensworth, Stuart Luppescu, and John Easton

The results are powerful: Schools strong across these elements are....

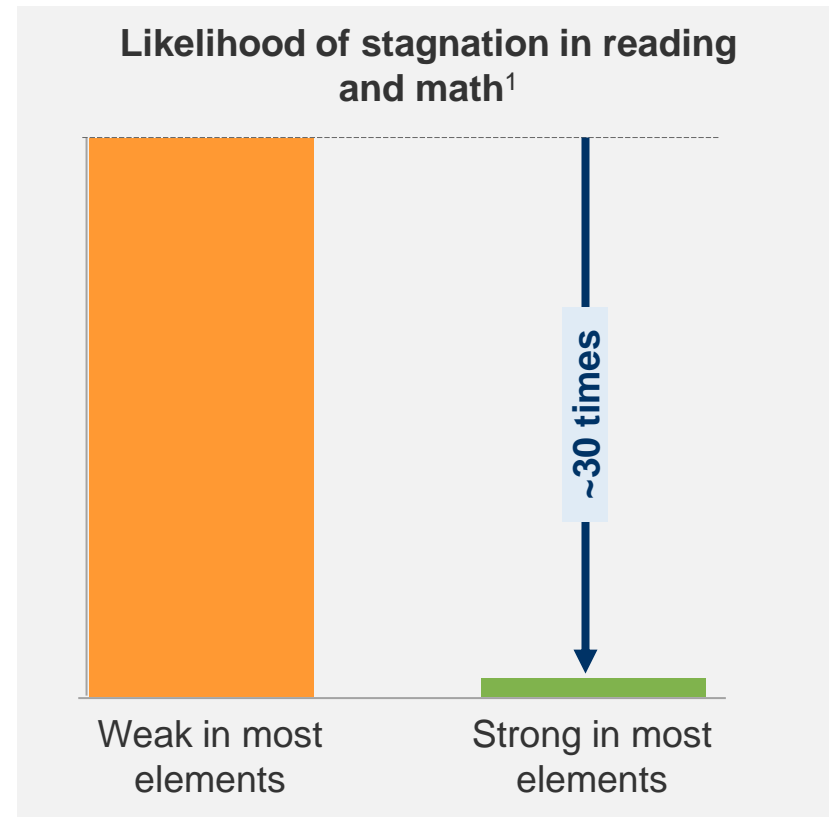
...~10X more likely

to substantially improve in reading and math
(compared to schools that are weak)



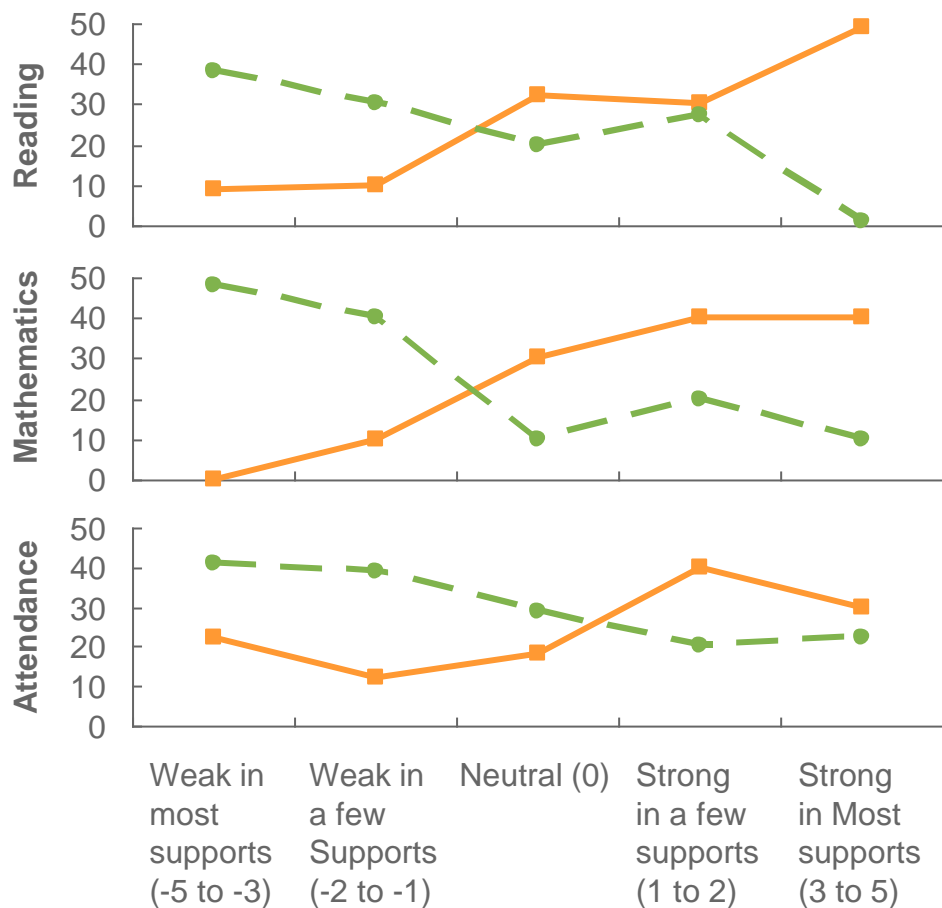
...~30X less likely

to stagnate in reading and math
(compared to schools that are weak)



Longitudinal analysis shows that those schools strongest in these elements improved substantially, while those that were weak stagnated

Percentage of schools that improved substantially or stagnated in reading, mathematics, and attendance by strength in the five essential supports¹



—■ Improved substantially
- -● Stagnated

Additional conclusions

- > Schools strong on at least 3 of the 5 supports¹ are 10x more likely to improve math and reading
- > Sustained weakness in any one support undermined virtually all attempts at improving student learning
- > Low scores in just one indicator reduced the likelihood of improvement to less than 10%
- > Schools with a weak report on any one of the five supports¹ are at least two times more likely to stagnate in reading and mathematics than schools with strong indicator reports

¹ Not including Relationship Trust which was added after research was conducted

Additional research further validates the rigor of the six elements

Trust

- **Wayne K. Hoy, The Ohio State University**
 - Importance of teacher-principal trust, teacher-teacher trust, student-teacher trust
- **Stacey Childress, Harvard University**
 - Demonstrated positive correlation between trust and high expectations and school performance

Collaborative Teachers

- **Lisa Delpit, MacArthur Fellow, Florida International University**
 - Importance of culturally relevant pedagogy
- **Fred Newmann, University of Wisconsin**
 - Importance of professional development in building school capacity

Effective School Leadership

- **Richard Elmore, Harvard University**
 - Importance of strong instructional leadership and quality professional development
- **Michael Knapp, The Wallace Foundation**
 - Importance of the principal and other school leaders in improving instruction

Supportive Environment

- **Linda Darling-Hammond, Stanford University**
 - Importance of fostering student-centered learning climates and teacher collaboration
- **Joseph Durlak, Collaborative for Academic, Social and Emotional Learning (CASEL)**
 - Connection between social-emotional learning and improvement in attitudes, behavior and academic performance

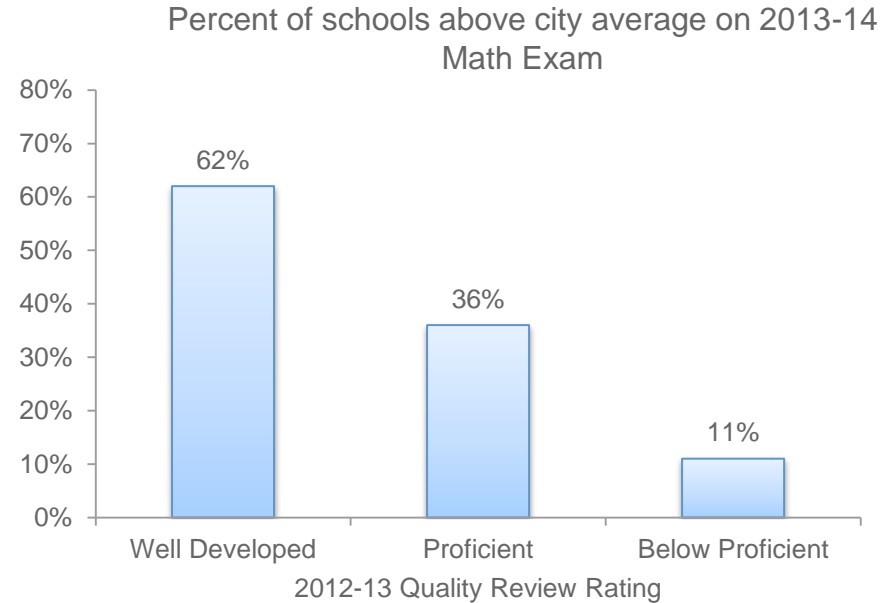
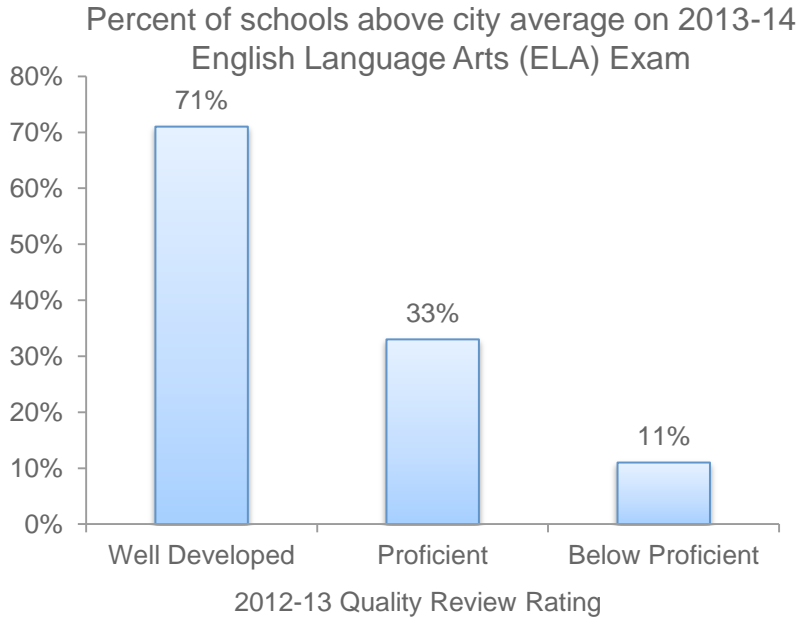
Strong Family – Community Ties

- **Karen Mapp, US Department of Education and Harvard University**
 - Impact of families and community connections on student achievement
- **Tyrone Howard, Black Male Institute, UCLA**
 - Examination of approaches to leverage family engagement to improve student achievement

Rigorous Instruction

- **Robert Balfanz, Johns Hopkins University**
 - Correlation between math curriculum that stresses math reasoning ability as well as intermediate math skills and high achievement
- **Anna Rosefsky Saavedra, RAND Corporation**
 - Role of pedagogical shifts toward the Common Core in addressing the 21st century skill gap
- **Janet Quint, MDRC**
 - Examination of the link between improved instructional practice and student achievement

Results for New York City public schools mirror the external research. The Quality Review, which is aligned to the Framework of Great Schools, has been shown to correlate with student achievement



- Schools rated Well Developed in 2012-13 were *six times more likely* to score over the city average in English in 2013-14 than schools rated below Proficient in 2012-13.
- Schools rated Well Developed in 2012-13 were *five times more likely* to score over the city average in math in 2013-14 than schools rated below Proficient in 2012-13.

We will build from this strong base and refine our measures to better align them to the Framework of Great Schools as we work to integrate these elements across the school system

	2014-15 School Year	2015-16 School Year	2016-17 School Year
Measures	<ul style="list-style-type: none"> The Framework of Great Schools introduced School Survey revised to incorporate the Framework Schools receive internal report on capacity elements (based on revised Survey) to inform planning for 2015-16 	<ul style="list-style-type: none"> Framework measures refined; ongoing stakeholder outreach improves data collection and tools Work to integrate school quality tools (e.g., Quality Review) with the Framework and communicate new measures 	
Accountability	<ul style="list-style-type: none"> School quality reports for 2013-14 released: remove summative grade, provide information in user-friendly format <ul style="list-style-type: none"> Provide multiple measures of school quality to support school communities in identifying areas of strength and areas for improvement New measures developed and communicated across system Refreshed Quality Reviews completed for schools 	<ul style="list-style-type: none"> Revised school quality reports for 2014-15 school year released 	<ul style="list-style-type: none"> Measures of the Framework and school quality tools fully integrated
Support Structure	<ul style="list-style-type: none"> Existing structure remains as new structure is designed and refined (announced in January) 	<ul style="list-style-type: none"> New school support structure launched and monitored Support to schools provided based on schools' relative strengths and weaknesses across capacity elements 	<ul style="list-style-type: none"> Support structure refined based on learnings/feedback Support to schools provided based on improved capacity measures

Revising the 2014-15 School Survey is an important step in helping schools understand their strengths and weaknesses in these elements.

- The DOE is partnering with the [Research Alliance for New York City Schools](#)² to apply rigorous research methods to the measurement of these elements.
 - The Research Alliance helped identify and adapt validated survey measures for the new School Survey.
 - They created new survey measures where validated ones were not available.
- As these measures are used, the Research Alliance will analyze the results and provide the DOE with formative feedback about the quality of the measures and ways the School Survey can be improved.

The **Research Alliance** for **New York City Schools**

Better Evidence for Better Schools

² The Research Alliance for New York City Schools is a research center housed at New York University that conducts rigorous studies on topics that matter to the city's public schools.

This year, the DOE is introducing two new tools that identify a school's strengths and needs across multiple measures of school quality

New DOE School Quality Tools

Provide a strong basis to begin collecting multiple measures of a school's capacity

NYC Department of Education
Carmen Fariña, Chancellor

Middle School of New York (99A999)

Middle School Quality Snapshot

The School Quality Snapshot provides a summary of some key information. For more, please see:

School Quality Guide: http://schools.nyc.gov/OA/SchoolReports/2013-14/Quality_Guide_2014_A999.pdf
 Quality Review: http://schools.nyc.gov/OA/SchoolReports/2013-14/Quality_Review_2014_A999.pdf
 NYC School Survey: http://schools.nyc.gov/OA/SchoolReports/2013-14/Survey_2014_A999.pdf
 Middle School Directory: <http://schools.nyc.gov/Choices/Enrollment/Middle/Resources>

For more information about this document, please see the Family Guide to the School Quality Snapshot: <http://schools.nyc.gov/Accountability/Tools/FamilyGuide>

2013-2014

NYC Department of Education
Carmen Fariña, Chancellor

School Quality Guide 2013-2014

School: Middle School of New York
 DEN: 99A999
 Principal: Jane Doe
 School Type: Middle School

In this report:

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Peer Group Schools	15
Metric Targets for 2014-15	16

School Overview

Grade	Enrollment		
	2011-2012	2012-2013	2013-2014
6 th Grade	153	161	154
7 th Grade	162	172	174
8 th Grade	157	156	140
All Students	502	489	478

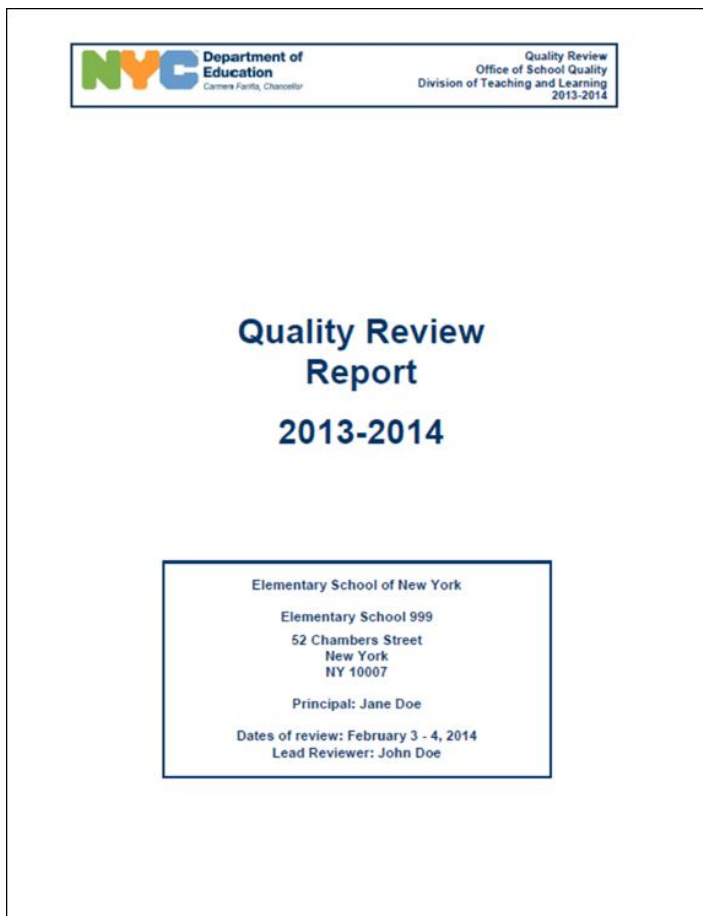
Student Population Characteristics

	2011-2012	2012-2013	2013-2014
% English Language Learners	37%	35%	35%
% Students with IEPs	14%	14%	17%
% Students with IEPs spending less than 20% time with non-disabled peers	3%	3%	3%
% Free Lunch Eligible	66%	65%	67%
% Temporary Housing	2%	2%	2%
% Overage	2%	2%	2%
% Asian	9%	10%	10%
% Black	8%	6%	5%
% Hispanic	60%	62%	61%
% White	2%	2%	4%
% Other	0%	0%	0%
Average Incoming ELA Proficiency (based on 4th grade)	2.75	2.79	2.80
Average Incoming Math Proficiency (based on 4th grade)	2.97	3.01	3.25

NOTE: The purpose of this sample report is to show the layout and content proposed for the School Quality Guide. The school described in this report is not real and the data in the reports are fictitious.


- These reports build upon the vast amount of qualitative information, community feedback, and progress and achievement measures that are collected in the DOE's existing tools and integrate them to provide a more complete picture of school quality

The Quality Review provides valuable information about school quality based on a formal school visit and evaluation



- A formal evaluation of the school by an experienced educator who conducts a visit of the school, observes classrooms, and speaks with parents, students and school leaders
- Designed to look behind a school's performance statistics to ensure that the school is engaged in effective methods of accelerating student learning
- Measures how well a school is doing on a variety of indicators that relate to the capacity framework, including:
 - implementing rigorous, coherent curriculum;
 - engaging in structured professional development; and
 - establishing a culture of mutual trust and learning that communicates high expectations to staff, students, and families

Through the NYC School Survey, school communities provide feedback on various aspects of the school's learning environment



NYC School Survey
2013-2014 Report

Elementary School of New York

Principal: Jane Doe
School Type: Elementary School
School DBN: 99M999

Dear Members of the School Community,

The NYC School Survey Report shares parent, student, and teacher responses to the NYC School Survey. In this year's report, survey questions are organized and reported as they relate to the three broad categories of the Quality Review Rubric [Instructional Core, School Culture, and Systems for Improvement]. This report does not replace the Quality Review, but rather, the use of familiar language should help school communities use feedback to support a dialogue around school improvement.


Taking the time to reflect on our school's strengths and areas for growth is an important step in improving the teaching and learning environment in our schools. Please share, discuss, and reflect upon your school's report and use the information as you plan together for the continued success of your school.

Carmen Fariña
Chancellor


What do the colors mean?

These colors indicate how survey satisfaction at this school compares to the satisfaction of other schools this year. Green indicates scores above the average, gray indicates average, and red indicates scores below the average.


This year, constituents generally reported high levels of satisfaction across the City. Therefore, it is possible to have positive survey responses and be below average compared to other schools. Readers should consider the survey responses in this report both on their own and in the context of responses from other schools.



Below Average



Average



Above Average

How do your school's responses in the following categories compare to other schools?

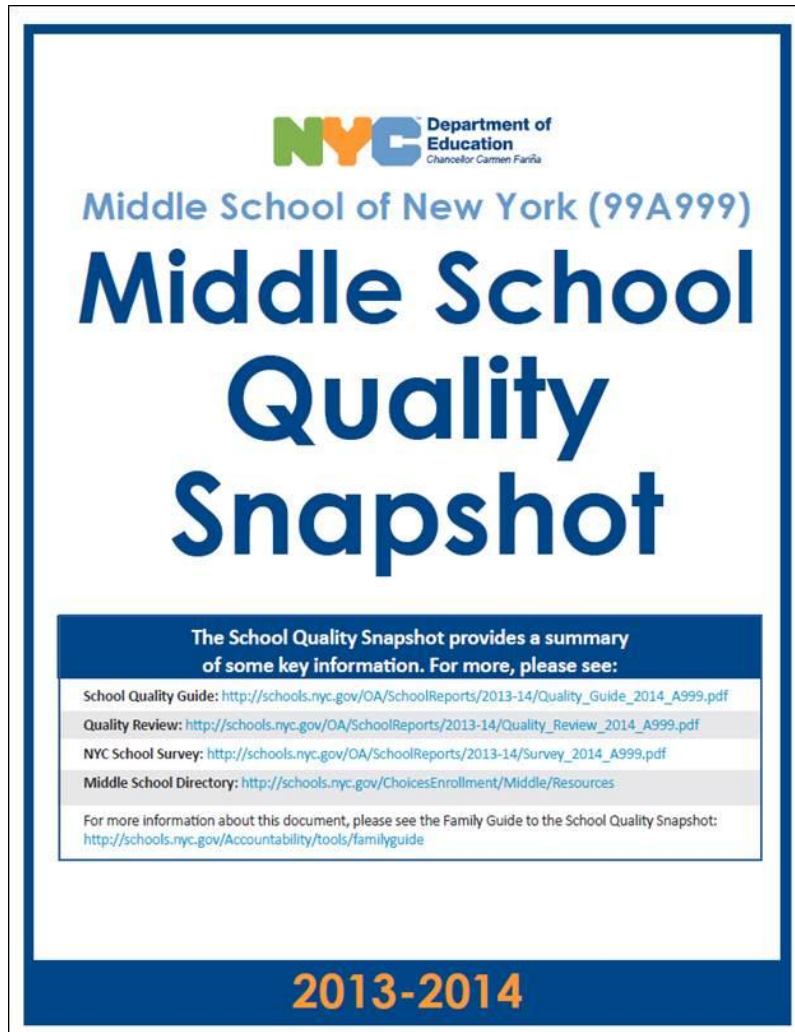
	% Satisfaction	Citywide Satisfaction Average for other schools
Instructional Core	95%	89%
Systems for Improvement	95%	86%
School Culture	96%	87%

How satisfied were participants at your school in the following categories?

	Parents	Teachers	Students
Instructional Core	97%	96%	92%
Systems for Improvement	97%	92%	96%
School Culture	96%	95%	97%


- Provides all parents, all teachers and students in grades 6-12 the opportunity to provide confidential feedback about their school's learning environment
- Designed to support a dialogue among all members of the school community about how to make the school a better place to learn
- Questions solicit feedback on key areas of the school's environment, including curriculum, professional development, family engagement and safety

The School Quality Snapshot is a new, family-facing report that provides a more complete picture of school quality based on multiple measures



- Does not include an overall letter grade, which paints an oversimplified picture of school performance based primarily on state test scores
- Presents a balanced overview of school quality by integrating qualitative information from the Quality Review, community feedback from the NYC School Survey, and a variety of progress and achievement measures
- Empowers families to meaningfully engage about multiple aspects of their school community by providing a variety of nuanced information about each school in a concise and user-friendly format

The School Quality Guide provides a more robust set of information about each school, including multiple years of data in order to track a school's progress over time



School Quality Guide
2013–2014

School: Middle School of New York
DBN: 99A999
Principal: Jane Doe
School Type: Middle School

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- Like the *School Quality Snapshot*, does not implement a letter grade system; instead provides longitudinal data in a user-friendly format that can be used to identify trends
- Includes a new rating system based on unique school-specific targets set for each school that connect to how a school is rated the following school year
- Provides clear and realistic goals for improvement that school leaders can use in planning and improvement efforts

The *School Quality Snapshot* and *School Quality Guide* include information about key areas of school quality

Quality Review

Results of the formal visit by an experienced educator in which the school is evaluated on indicators related to curriculum, professional development, and school culture

School Environment

Parent, student and teacher satisfaction levels with the school's learning environment, as reported through the NYC School Survey, as well as attendance

Student Progress

Student improvement on state tests compared to other students who scored at the same level last year (EMS); progress students make towards graduation by accumulating credits and passing Regents exams (HS)

Student Achievement

Student performance on state tests (EMS), course pass rates (MS) and graduation rates after four and six years (HS)

Closing the Achievement Gap

Significant gains for English Language Learners, students with disabilities, and students who scored in the lowest third citywide on state tests last year; movement of students with disabilities into environments with non-disabled peers

College & Career Readiness

Student readiness for college and careers, based on their achievements in high school and their outcomes after leaving high school (HS)

- Will work to integrate the capacity framework into both school quality reports for the 2015-16 school year.

Appendix

The Framework for Great Schools

- Model Details
- Phase I Initiatives

Slides 24 – 26

Slides 27 – 28

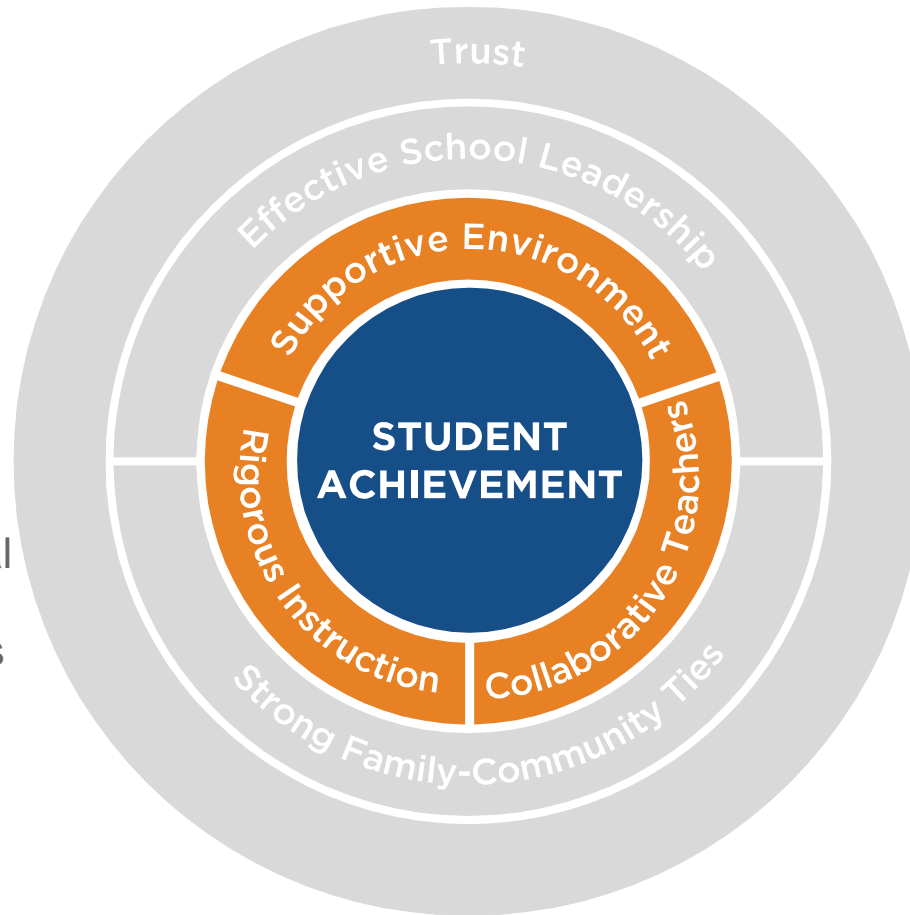
Rigorous Instruction, Collaborative Teachers, and a Supportive Environment create the engaging classroom experience that is core to student achievement

1. Rigorous Instruction –

- > Meets students where they are and customizes inclusive, motivating instruction
- > Aligns practice and content to Common Core strategies within and across grades

2. A Supportive Environment–

- > Develops students who push and support each other
- > Is safe and supports the social and emotional growth of students



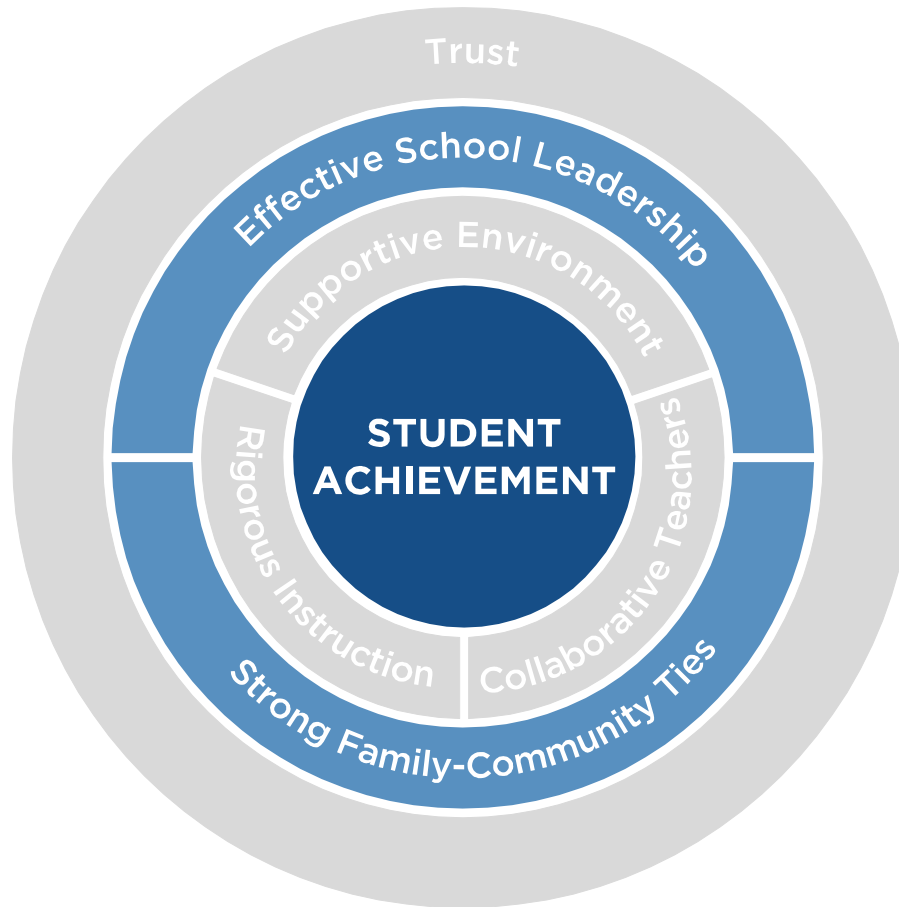
3. Collaborative Teachers –

- > Are committed to student success in their classrooms and improvement across the schools
- > Improve their practice by working together through continuous and frequent professional learning

Effective School Leadership and Strong Family-Community Ties engage the entire school community to create conditions that lead to student success

4. Effective School Leadership –

- > Supports teacher development and seeks community input
- > Builds coherent instructional and social-emotional support to improve student achievement



5. Strong Family and Community Ties–

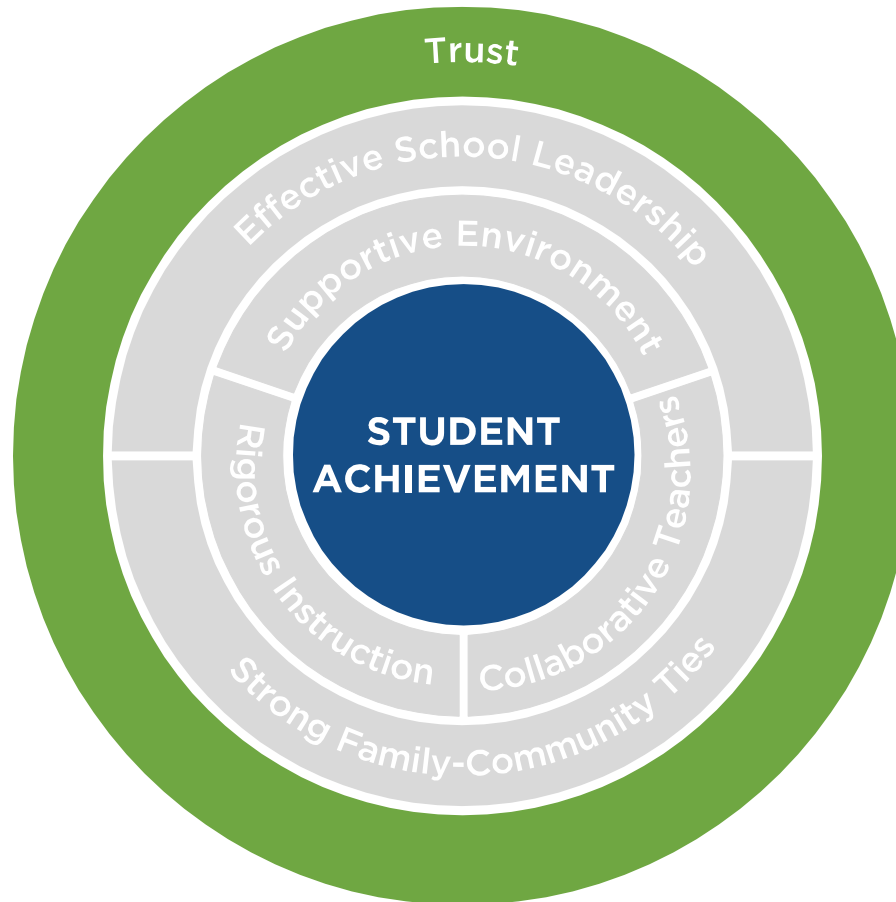
- > Welcome, value, and incorporate families and community into inclusive schools and classrooms
- > Build strong partnerships with business and community-based organizations

Trust among all parties in the system enables growth across all elements

6. Trust –

Creates a schools culture where:

- > Teachers, principals, staff, and central value and respect each other
- > Students and families trust and are trusted by their school



We have already launched a number of initiatives to start improving across these six elements (1/2)

Launched initiatives

1

Rigorous Instruction

- > **Pre-K For All** – expanding access to truly universal full day pre-kindergarten so every NYC child will enter kindergarten ready to learn.
 - > **Common Core Learning Standards** – developing practice and curriculum units aligned to the rigorous standards
 - **Excellence for ELLs (English Language Learners)** – strengthening the specialized skillsets necessary to effectively address the academic and linguistic needs of the diverse ELL population, creating and bolstering programs to support student growth
 - **A Shared Path to Success** – focus on creating inclusive school environments, specialized programs, and deepening the expertise of our general and special educators to effectively meet the needs of students with disabilities
-

2

Supportive Environment

- > **Enhanced Behavioral Supports and Mental Health** – enhancing professional development for guidance counselors; emphasizing and expanding training in progressive discipline, restorative justice, and social-emotional learning
- > **Free Lunch for All Middle Schools** – a partnership with the City Council to reduce free lunch stigma and expand meal service for students in 6th-8th grade middle schools

We have already launched a number of initiatives to start improving across these six elements (2/2)

Launched initiatives

- 3 Collaborative Teachers**
 - > **Professional Development Initiative** – enhanced, coherent citywide approach focused on curriculum and instruction to support leadership, effective teaching practices, and improved student results
 - > **New teacher contract** – increases starting salary, creates career ladder, and provides time for quality professional learning

- 4 Effective School Leadership**
 - > **PROSE Schools** – allowing principals and teachers the flexibility to innovate together
 - > **Learning Partners** – facilitating collaboration across the system

- 5 Strong Family-Community Ties**
 - > **Community schools** – a model bringing together academic, health/mental health, and other services for students and their families
 - > **Parent-teacher time** – additional time carved out in the new teacher contract to enhance communication and partnerships with families

- 6 Trust**
 - > **Continually seek input and feedback** – to reach our shared goal of improved student achievement, we will engage families, teachers, and principals to understand needs and incorporates trust into each of the five preceding elements