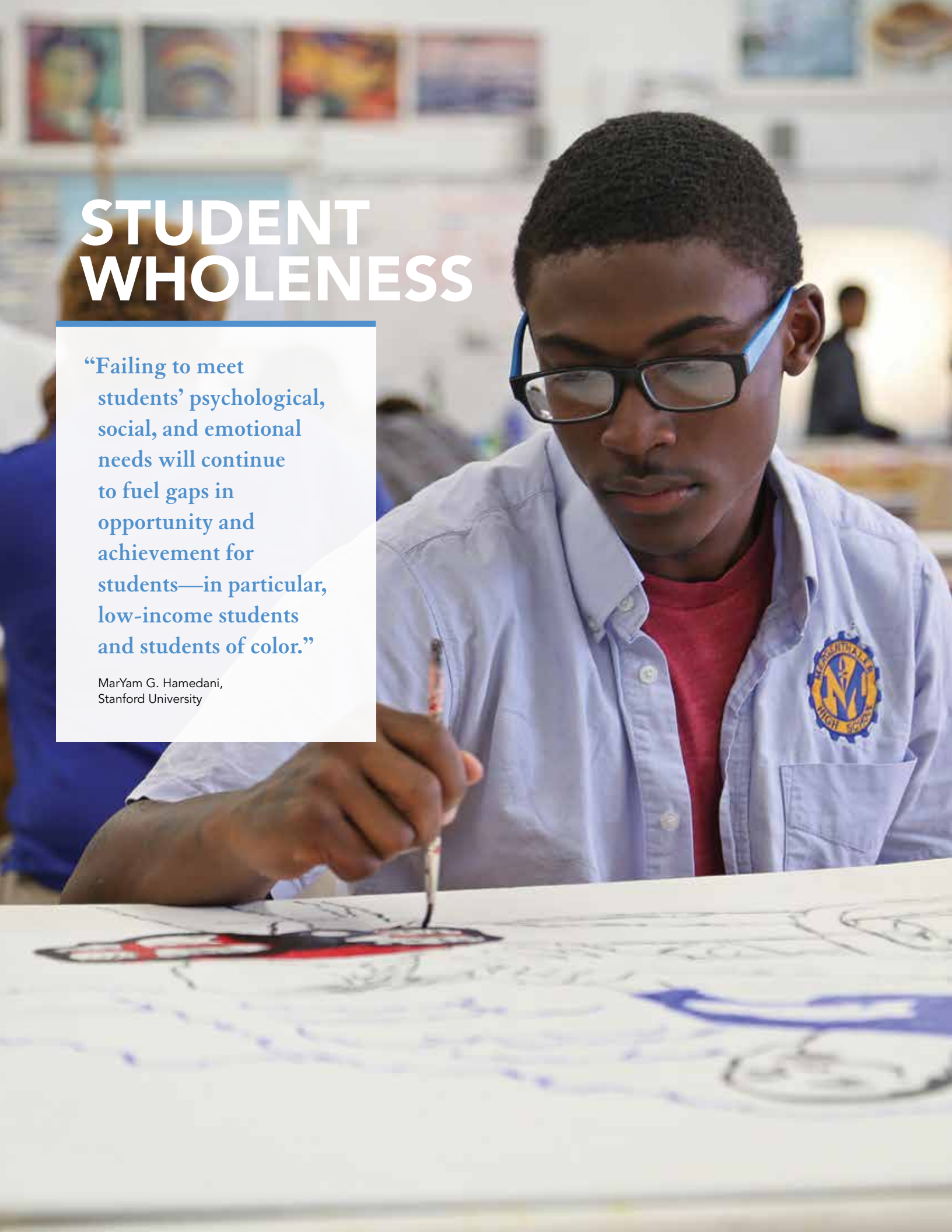


STUDENT WHOLENESS

“Failing to meet students’ psychological, social, and emotional needs will continue to fuel gaps in opportunity and achievement for students—in particular, low-income students and students of color.”

MarYam G. Hamedani,
Stanford University



STUDENT WHOLENESSE

City Schools students are inspired to pursue their passions and reach their potential when schools provide engaging, safe, and supportive environments that foster well-being and meet academic, social, emotional, and physical needs.

EXPECTATIONS FOR SCHOOLS

SCHOOLS SUPPORT students in developing self-awareness, responsible decision-making, relationship building, social awareness skills, and self-management, the five areas of competence outlined in the framework for social-emotional learning from the Collaborative for Academic, Social and Emotional Learning (CASEL).

SCHOOLS DEVELOP AND IMPLEMENT a professional development plan that builds staff knowledge of the social, emotional, cultural, economic, and family factors that affect student learning.

SCHOOLS PROVIDE a safe space where students can receive support outside of the classroom (e.g., “planning centers,” supervised settings where students receive social, emotional, and academic support, are supported through approaches such as restorative practices, and receive interventions designed to help them problem solve, develop appropriate school and classroom behaviors, and reduce the need for classroom removal).

SCHOOLS CONNECT students and their families to resources (e.g., neighborhood wellness centers, government agency services, community school partners) as needed.

SCHOOLS IMPLEMENT positive behavior management, based on the principles of restorative practice.

SCHOOLS PROVIDE a range of enrichment activities and expressive academics that ignite student passion for learning and actively engage students in their school community.

SCHOOLS PROVIDE rigorous academic experiences grounded in culturally responsive teaching, complemented by a variety of enrichment opportunities.

SCHOOLS PROVIDE academic resources and training for families to support student achievement.

SCHOOLS COMMUNICATE with parents routinely and positively about student behavior and academic performance, not limiting such communication as a response to specific episodes or incidents.

EVIDENCE: WHAT YOU SHOULD SEE AND HEAR

IN CLASSROOMS:

TEACHERS KNOW their students.

TEACHERS INTEGRATE the CASEL framework into the academic curriculum.

TEACHERS ENGAGE students every day in activities that promote positive behavior (e.g., class meetings, circles, restorative practices).

TEACHERS REFER students in emotional, behavioral, or academic crisis to the appropriate adult or to the school’s safe space (e.g., planning center).

TEACHERS PROVIDE a structured environment for learning that is safe, orderly, and supports students’ self-expression and leadership.

ADULTS MODEL learning continuously (e.g., by observing classroom practice).

AROUND THE SCHOOL:

STUDENTS, STAFF, AND FAMILIES are all treated with dignity and respect.

SCHOOL STAFF know their students and create a warm and welcoming environment.

STUDENTS know they are valued and that they have a voice.

STUDENTS experience discipline as restorative rather than punitive, and they play a leadership role in problem solving and conflict resolution.

STUDENTS have the opportunity to take part in extracurricular options (e.g., sports, clubs, art, music, and other organized after-school activities).

SAFE SPACES are managed by trained staff who provide high-quality intensive interventions involving students, teachers, and families (e.g., restorative practices).

SCHOOL STAFF respect parents as advocates for their children’s education and are responsive to parents’ concerns.

ENRICHMENT ACTIVITIES, such as sports, are connected to learning and used to motivate and engage students.



EXPECTATIONS FOR THE DISTRICT OFFICE

DISTRICT STAFF ROLES ARE ALIGNED to the development, implementation, and evaluation of the vision for student wholeness (e.g., creation of a “whole child” department in the district’s Academics Office).

ALL STAFF PARTICIPATE in professional development to develop a common understanding of the CASEL framework and their responsibility in its implementation.

DISTRICT STAFF DEVELOP a strategic plan to phase in restorative practices districtwide, and support and monitor its implementation.

DISTRICT STAFF ENSURE that schools have appropriate funding to support key elements of a student wholeness approach (e.g., planning centers, training in restorative practices, a range of enrichment opportunities), including sufficient allocations for special education and the provision of a full curriculum.

DISTRICT STAFF ENSURE that free breakfasts and lunches for all students are provided, and that schools offering after-school activities provide free supper for all participating students.

DISTRICT STAFF HAVE DEEP KNOWLEDGE of the student wholeness priority, particularly those who supervise principals.

DISTRICT EXPERTS REVIEW partners who provide services and resources related to student wholeness annually, and provide schools with a directory of approved partners.

DISTRICT STAFF ENGAGE internal and external experts to gather feedback on student wholeness implementation priorities.

ENGAGEMENT OF FAMILIES AND COMMUNITIES

FAMILIES, partners, volunteers, community residents, service providers, and vendors consider themselves critical resources in the development of healthy, well-rounded students.

FAMILIES PARTICIPATE ACTIVELY in the development of policy and standards related to the student wholeness approach and in its implementation.

SUPPORTING STUDENTS’ SUCCESS

FAMILIES COMMUNICATE with and are responsive to the school regarding their children’s academic performance and social-emotional competencies (e.g., behavior, confidence, relationship building).

FAMILIES ESTABLISH and maintain routines (e.g., at-home learning; consistent, on-time attendance).

FAMILIES REINFORCE the importance of a healthy lifestyle through proper health care, nutrition, and exercise.

FAMILIES ACCESS resources and opportunities for intervention, remediation, and enrichment.

FAMILIES ACKNOWLEDGE and celebrate positive behavior and performance.

SUPPORTING SCHOOLS’ SUCCESS

FAMILIES PARTICIPATE in celebrations of learning at school and in presentation of student work portfolios.

FAMILIES PARTICIPATE in joint decision-making and reviewing of student wholeness implementation, when appropriate.

FAMILIES VOLUNTEER to support school priorities and activities to help create and maintain a positive culture and climate.

FAMILIES ADVOCATE on issues.

FAMILIES SOLICIT resources and materials to support school priorities.

FAMILY MEMBERS PARTICIPATE actively on school committees and advisory groups.

MEASURES OF EFFECTIVENESS

TEACHERS USE a scope and sequence and create related student learning objectives to support individual student development of CASEL competencies.

PRINCIPALS AND COACHES USE self-assessment tools and regular observations to identify areas that need improvement within implementation of the CASEL framework and create and monitor an action plan to adjust implementation accordingly.

SOCIAL-EMOTIONAL INDICATORS ARE REFLECTED in school effectiveness reviews.

SCHOOLS MONITOR and adjust student wholeness implementation efforts across the school through self-assessment data, student achievement data, and observational data.

THE DISTRICT AGGREGATES school-based data regularly to review progress in implementation and to adjust as needed.



LITERACY

“As the currency used in schools, literacy provides access to literate institutions and has an impact on cognition, or thinking processes; it also shapes the way we think.”

Programme for International Student Assessment

LITERACY

City Schools students thrive as learners in classrooms where highly effective, culturally relevant literacy instruction, grounded in the Maryland College and Career-Ready Standards, is evident every day. Students' literacy development is guided by teachers who use research-based instruction and assessment practices and who engage in extensive learning and reflection about pedagogy and the content they teach. Literacy activities that are authentic and reflect real-life experiences encourage and support students to achieve beyond their own expectations and to view learning as meaningful.

EXPECTATIONS FOR SCHOOLS

SCHOOLS PRIORITIZE literacy as the foundation for all learning.

SCHOOLS IMPLEMENT coherent, rigorous, standards-based curricula in pre-k to 12th-grade English language arts and in literacy across each and every content area.

TEACHERS HAVE TIME in their daily schedules for professional learning, reflection, and collaboration to improve instruction.

SCHOOLS IMPLEMENT a comprehensive framework for literacy instruction that includes whole group instruction, small group instruction, and time for students to work independently.

TEACHERS DIFFERENTIATE instruction to meet the needs of all learners (including English learners, students receiving special education services, and gifted/advanced learners).

SCHOOLS IMPLEMENT a comprehensive, standards-based assessment system (including diagnostic, formative, interim, and summative assessments) to guide instruction and professional development.

SCHOOLS ENSURE that print and digital texts are abundant across genres, with a balance of informational and narrative texts.

EVIDENCE: WHAT YOU SHOULD SEE AND HEAR

IN CLASSROOMS

STUDENTS are on task and engaged in challenging and meaningful learning.

TEACHERS use every minute efficiently.

INSTRUCTION meets grade-level standards, is relevant to students' lives, and demands student voice and choice.

TARGETED INTERVENTIONS are determined through regular review of data.

STUDENTS' oral and written discourse is grounded in evidence.

STUDENTS develop deep capacity for narrative technique, empowering student agency and voice in a range of oral and written forms.

STUDENTS establish goals for their own learning across the year.

WORK SAMPLES in student portfolios document growth across the year.

AROUND THE SCHOOL

JOYFUL LEARNING and celebrations of success are evident.

A COLLABORATIVE CULTURE of open teaching practice and commitment to continuous improvement is the norm.

COACHING CONVERSATIONS take place every day among teachers, school leaders, and students.

AN INSTRUCTIONAL LEADERSHIP TEAM guides improvement in instruction across the school and ensures that teachers receive targeted, timely feedback.

EXPERT-LED TEACHER TEAMS collaborate in planning, practice, looking at student work, data analysis, and peer coaching.

THE SCHOOL IMPROVEMENT plan and schedule reflect clear prioritization of teachers' development of content knowledge and pedagogical expertise.

DISPLAYS of student work make learning visible throughout the school and in the community.



EXPECTATIONS FOR THE DISTRICT OFFICE

DISTRICT STAFF PROVIDE research-informed expertise in content and pedagogy and create structures and opportunities for teachers and school leaders to deepen their content and pedagogical knowledge, leading to continuous improvement in schools.

DISTRICT STAFF CREATE structures and opportunities for teachers and school leaders to collaborate across schools and share best practices.

DISTRICT STAFF ENSURE that teachers have common planning time and extended opportunities to learn about and become skilled in planning and teaching the curriculum.

DISTRICT STAFF TAKE PART in weekly learning walks.

DISTRICT STAFF PROVIDE ongoing, targeted, content-specific feedback that improves student achievement.

DISTRICT STAFF INSTITUTE cycles for evaluating and revising literacy materials, curriculum, and assessments to ensure they support meeting standards for all students across the continuum of need.

DISTRICT STAFF PROVIDE a user-friendly online platform for collecting, reporting, and analyzing data.

DISTRICT STAFF ENGAGE internal and external experts to gather feedback on literacy implementation priorities.

ENGAGEMENT OF FAMILIES AND COMMUNITIES

SCHOOLS DESIGNATE a parent liaison who ensures family engagement efforts include meetings focused on the literacy work in the school.

FAMILY MEMBERS ACTIVELY PARTICIPATE on school committees and advisory groups.

SCHOOLS PROVIDE resources for families to encourage regular reading at home, including during the summer.

FAMILY AND COMMUNITY MEMBERS PARTICIPATE in classroom celebrations of learning that are led by students.

FAMILY MEMBERS REGULARLY MEET with teachers to discuss student progress and ways to ensure it is on track.

EXAMPLES OF STUDENT WORK that meet standards are regularly shared and discussed with family and community members.

MEASURES OF EFFECTIVENESS

EVERY SCHOOL'S INSTRUCTIONAL LEADERSHIP TEAM (ILT) sets clear expectations for implementation of literacy instruction that are reflected in school improvement plans and individual student learning objectives for all instructional staff.

SCHOOLS MONITOR and adjust implementation efforts across all content areas based on self-assessment data, student achievement data, and observational data.

SCHOOL STAFF MEMBERS ANALYZE DATA (from formative, interim, and summative assessments) during school team meetings.

ILT MEMBERS VISIT CLASSROOMS regularly to ensure all teachers receive support to implement the literacy curriculum and literacy expectations fully across all content areas.

CONSISTENT ANALYSIS of student work results in improved classroom practice.

THE ILT REVIEWS FEEDBACK about professional development, ensures instructional staff implement newly learned content and pedagogy, and adjusts professional development plans based on trends in data.

THE DISTRICT REGULARLY REVIEWS aggregated school-based data to monitor progress in implementation and to make adjustments as needed.

THE ILT ANALYZES and adjusts curriculum based on students' needs.

SURVEYS OF STAFF AND FAMILY MEMBERS SHOW increased understanding of standards and curriculum implementation.

THE ILT PARTNERS with staff in the district's Achievement and Accountability Office to participate in school effectiveness reviews and to review data reports from school visits.



LEADERSHIP

“Effective school autonomy depends on effective leaders, including system leaders, principals, teacher leaders, senior teachers and head teachers, as well as strong support systems. That, in turn, requires effectively distributed leadership, new types of training and development for school leaders, and appropriate support and incentives.”

Andreas Schleicher, Organisation for Economic Co-operation and Development

LEADERSHIP

City Schools leaders inspire, develop, and manage the conditions and environments that create high-performing learning communities that promote equity and excellence for all.

EXPECTATIONS FOR SCHOOLS

PRINCIPALS, ASSISTANT PRINCIPALS, AND INSTRUCTIONAL LEADERSHIP TEAMS

A **COMPREHENSIVE SYSTEM** of leadership coaching for and among school-based administrators is in place, connected to cycles of inquiry and regular review of data on progress and outcomes.

THE INSTRUCTIONAL LEADERSHIP TEAM (ILT) is deeply knowledgeable about and accountable for guiding schoolwide instructional improvement.

THE ILT CLEARLY COMMUNICATES implementation expectations to staff and guides and monitors implementation.

EXTENSIVE, RESEARCH-INFORMED adult learning is embedded in the regular school schedule.

THE ILT LEADS strategic staffing efforts (identifying experts in content, pedagogy, and culture/climate).

THE ILT ADVOCATES for and secures resources aligned to the school's goals and priorities.

THE ILT AND TEACHER TEAMS CREATE a schoolwide learning plan with accompanying action steps.

THE ILT MODELS open communication and a culture of learning among all stakeholders (students, teachers, administrators, families, and community partners).

TEACHERS AND STAFF

A **COMPREHENSIVE SYSTEM** of instructional coaching, staffed by experts in subject matter and pedagogy, is connected to cycles of inquiry and regular review of data on progress and outcomes.

ALL STAFF HAVE CONSISTENT TIME for research-based professional learning (planning and reflection, regular practice, deepening content knowledge, collaboration, and mentoring).

THERE IS A COMPREHENSIVE SYSTEM of teacher support and evaluation, designed to support continuous improvement in classroom practice and student achievement.

PROFESSIONAL PATHWAYS SUPPORT teachers as leaders within their schools.

TEACHER LEADERS ENGAGE in action research and design and lead professional development in their subject areas.

TEACHER LEADERS MENTOR new teachers.

TEACHER LEADERS ENGAGE in intensive external training facilitated by national and international experts.

TEACHER LEADERS REGULARLY REVIEW classroom data on progress and outcomes.

CLEARLY DEFINED PATHWAYS EXIST for teacher leaders to move into specialization, coaching, research, or school and district administration.

LEADERS AROUND THE SCHOOL CONNECT enrichment opportunities, such as sports, to learning and use them to motivate students and improve outcomes.

EVIDENCE: WHAT YOU SHOULD SEE AND HEAR

IN CLASSROOMS

NOVICE TEACHERS have smaller classes and work with trained mentors.

INSTRUCTION DEMONSTRATES awareness of and connection to school events, goals, and activities.

TEACHERS MODEL and facilitate student learning.

TEACHERS CO-TEACH as needed.

TEACHERS MODEL for and observe other teachers to support continuous improvement in teaching.

CLASSROOMS ARE STUDENT CENTERED, and students choose meaningful topics for research, discussion, and debate.

THERE ARE OPPORTUNITIES for student leadership.

STUDENTS AND TEACHERS celebrate learning.

AROUND THE SCHOOL

POSITIVE SCHOOL CLIMATE AND CULTURE are evident inside and outside the school.

LEADERSHIP is distributed among staff and students.

STUDENTS, FAMILIES, AND COMMUNITY MEMBERS take ownership of the school's improvement strategies.

THE STUDENT GOVERNMENT ASSOCIATION is functioning and active.

LEARNING is celebrated schoolwide.

TEACHER TEAMS regularly learn, plan, reflect, and solve problems together.

THE MASTER SCHEDULE prioritizes collaborative learning time for teachers.

THERE IS A HIGH-FUNCTIONING ILT that meets at least twice monthly.



EXPECTATIONS FOR THE DISTRICT OFFICE

DISTRICT STAFF SUPPORT PRINCIPAL professional learning communities that are organized around principals' needs and facilitated by successful principals.

DISTRICT STAFF SUPPORT SCHOOLS in examining teacher and school leader growth trajectories through benchmark conferences and the creation and review of student learning objectives.

DISTRICT STAFF SUPPORT MENTORS for new and aspiring principals.

INSTRUCTIONAL LEADERSHIP EXECUTIVE DIRECTORS PROVIDE tiered support to school leaders based on student and staff needs.

DISTRICT STAFF PROVIDE accurate and comprehensive data to guide school leaders and support decision making.

DISTRICT STAFF PROVIDE schools with suggested frameworks for staffing and models for leadership development.

DISTRICT STAFF ALIGN resources of people, time, and money to prioritize adult and student learning that engages students in a rigorous college-, career-, and community-ready curriculum.

PRINCIPALS COMPLETE an annual survey to provide information about the effectiveness of district office supports.

THE CEO MEETS with student leaders from all schools annually.

THE DISTRICT OFFICE STAFFS SCHOOLS by creating pipelines for increased responsibilities and placing more senior principals in more challenging schools.

THE DISTRICT OFFICE INFORMS practice based on the latest research and guidance from national experts.

THE DISTRICT OFFICE ESTABLISHES a comprehensive system of continuous improvement, adjusting practice based on research, learning from intensive sites, and regular review of data.

DISTRICT STAFF ENGAGE internal and external experts to gather feedback on leadership implementation priorities.

ENGAGEMENT OF FAMILIES AND COMMUNITIES

FAMILIES ARE ACTIVE AND ENGAGED on advisory groups that support school improvement efforts.

VARIED OPPORTUNITIES EXIST for families to participate in schools and provide feedback (e.g., meetings, School Family Councils at each school, parent volunteers, parent centers).

POSITIVE AND CONSISTENT PARTNERSHIPS with local organizations support instruction, climate, and social-emotional needs of students and staff.

FAMILY MEMBERS ARE TRAINED to support and inform school instructional planning and implementation through school-based parent education sessions.

MEASURES OF EFFECTIVENESS

SCHOOLS monitor and adjust implementation efforts through self-assessment data, student achievement data, and observational data.

THE DISTRICT aggregates school-based data regularly to review progress in implementation and to adjust as needed.

HIGH-FUNCTIONING ILTS lead comprehensive instructional improvement work in each school.

DISTRICT BELIEFS are evident across the school.

STAFF RETENTION RATES and attendance increase across all levels.

STUDENT ENROLLMENT increases.

INSTRUCTIONAL AND LEADERSHIP COACHING for students, staff, and leadership is monitored, with check-ins and performance checks occurring during individual development plan conferences.

ANNUAL SCHOOL SURVEYS from students, families, and staff are used to adjust implementation and show increased satisfaction.

DEVELOPMENT OF STAFF members is included as a component in evaluation of teacher leaders and principal mentors.

TEACHERS AND SCHOOL LEADERS are held accountable for content and quality of student work portfolios.