



John W Cook Elementary School (/school-plans/102) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
03/09/2016	Principal, AP, ILT	Discuss Self Assessment

03/23/2016	Principal and AP	Review Self Assessment
03/30/2016	CIWP team	Conduct Self Assessment
04/05/2016	CIWP Team	Discuss self Assessment, Discuss Area of Focus
04/27/2016	CIWP Team	Finalize goals and Areas of Focus
04/29/2016	CIWP Team	Develop Strategies
05/02/2016	ILT	Review Strategies
05/13/2016	Leadership Team (P and AP)	Revise and Finalize CIWP
05/25/2016	Ms. Gharashor, Mr. Hudson, Ms. Walsh	Revise and Finalize CIWP

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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.

1 2 **3** 4

Formal/Informal classroom observations, Internal/external walkthroughs demonstrate a lack of shared knowledge of school mission and vision among all primary stakeholder: parents, students, teachers.
 Low ratings on Five Essentials Survey indicate the perception of challenges of effective leadership, and collaborative teachers. Inconsistent ratings in domains 4D-4E in REACH demonstrate a need for growth in those areas.
 2015-2016 Five Essentials survey results indicate an increase in this area. 85% of staff feel that the leadership has high expectations for staff and students and is clear on communicating vision and mission.

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.
- **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:

Score

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.

1 2 **3** 4

ILT meets on a consistent basis
 ILT representative of school population
 ILT shares practices with grade level teams and works to effect change
 Evidence of weekly ILT meetings, agenda, minutes, action items

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	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams

Professional Learning:

Score

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.

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Limited time for teachers to collaborate to improve practice
 Limited time for horizontal and vertical discussions regarding improving instruction
 No time for "Teach backs" where teachers would be able to share what was learned in professional development
 Low attainment and growth school wide

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
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

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

Challenges with limited manpower
 Over-sized classrooms
 Schedules need to be adjusted to provide more teacher/student support maximizing the human resources provided

Guide for Aligned Resources

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Schedules
	✓ Teacher retention rates
	✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
	✓ Candidate interview protocol documents
	✓ List of community-based organizations that partner with the school and description of services
Measures	✓ Evidence of effectiveness of the services that community-based organizations provide
	✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders
	Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning
	4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time
	B4. Hires and Retains Highly Effective Teachers

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

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.

1 2 3 4

While there is a network wide scope and sequence for each subject, there have been challenges with the following:

- Pacing (certain skills were not taught prior to MOY which caused anxiety about EOY)
- Curriculum is not always aligned with the scope and sequence
- Additional resources needed to meet the demands of the scope and sequence are not provided
- Lack of comprehensive unit and lesson plans
- Low attainment and growth school wide
- Limited/No evidence of Unpacking the standards

Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework--virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
 - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **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 in addition to content standards to differentiate for English learners.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (<http://apcentral.collegeboard.com/home>), gifted (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjllNGI4MmY3YTlxYTgz>), etc.)**

- Integrate academic and social emotional learning.
- Reach outside of the classroom for real world (or simulated) application. For example,
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

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
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

Instructional Materials:

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

Score

1 2 3 4

- Few/No Additional resources are used consistently throughout the building to supplement the curriculum
- Additional resources needed to meet the demands of the scope and sequence are not provided
- Lack of comprehensive unit and lesson plans
- Low attainment and growth school wide
- Limited/No evidence of Unpacking the standards
- Small group instruction/Differentiation Not used consistently, systematically, effectively throughout the building

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
CPS Framework for Teaching	<ul style="list-style-type: none"> 1.a. Demonstrating Knowledge of Content and Pedagogy 1.b. Demonstrating Knowledge of Students 1.c. Selecting Learning Objectives 1.d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

Score

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)

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Authentic student work is not examined consistently during grade level meetings
 Evidence of complex texts and tasks not consistently evident
 Some teachers report that the curriculum does not inherently provide opportunities for rigor
 Whole group instruction primarily observed during walkthroughs
 Students not often engaged in project based learning
 Student to Student discourse is low overall

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
 - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
 - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
 - Tasks are Integrative to draw on multiple standards.
 - Teach for Robust Understanding in Mathematics (TRU Math ([https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20\(Short%20Version\).pdf?attredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). 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	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	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	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

Score

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)

1 2 3 4

We have had several events related to College and Career readiness but nothing on a consistent basis.

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, 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 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.
 - **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.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<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
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

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

Rating was largely based on evidence collected from teacher ratings in Domains 3B and 3E. Teachers needed support in using a variety of questioning and discussion techniques that challenge students thinking. There was limited evidence of flexible grouping, open-ended questions and "Work Worth Doing" - Challenging tasks that push students thinking. Teachers need support in utilizing DOK to create instructional tasks that are challenging.

Guide for Instruction

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

- Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

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"> ✓ SGRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Supportive Environment
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

Multi-Tiered System of Support:

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

Tier 1 SEL supports are not provided on a consistent basis classroom wide. Additionally, we have been challenged to provide TIER 2 and TIER 3 supports as needed. PLP's are not referenced on a consistent basis to provide needed supports to students in benchmark grades. There are non existent/ineffective progress monitoring systems to review student data and progress. A strength in this area was that the school monitors On-Track data and shares it with students, teachers, and parents every 5 weeks.

Guide for Multi-Tiered System of Support

- **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 (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

Score

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.

1 2 3 4

REACH observations, lesson plans, and/or unit plans demonstrated that many teachers have trouble using formative and summative assessments to inform instruction. There are inconsistent data driven instructional cycles based on teacher created and teacher selected assessments. Gradebook evaluation shows that while there has been an effort to ensure that grading categories and weights are consistent by the administration in collaboration with grade level teams, some grading practices remain inconsistent.

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 (<http://www.udlcenter.org/aboutudl/udlcurriculum>) 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 (<http://www.csai-online.org/spotlight/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
CPS Framework for Teaching	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

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

Ratings in Domain 2B demonstrate school wide challenges in establishing a culture for learning characterized by high expectations for all and the importance of hard work/perseverance. Classrooms observations indicate that students are often taught in whole groups and are not engaging in rigorous tasks at their instructional level. Efforts have been made every 5 weeks to acknowledge students that are on-track but this has not yet actualized into a shift into a Culture of Achievement consistent through out the school.

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	<ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

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

According to the Five Essentials, collaborative teachers and supportive environment are low. This may be in part due to the limited time built into the schedule for horizontal and vertical collaboration among teachers. Additionally, the elimination of staff meetings has made it difficult for staff to forge bonds and build relational trust. Classroom observations and ratings/evidence in Domain 1b demonstrate that teachers often make decisions for students that are not developmentally appropriate. There has also been evidence that some teacher-student responses are not culturally responsive.

Update: Based on results gathered from 2015-2016 My School My Voice survey, 85% of teachers report that trust their principal and feel respected. This is a significant increase since the last reporting period.

The domain of Collaborative Teachers has also improved from 'partially organized' to 'organized'. This is significant improvement since last reporting period.

Guide for Relational Trust

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

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

The school has Boys and Girls club however this is a small subgroup of students. Due to budget cuts, several enrichment and intervention programs have been cut. The school secured several partnerships but again this was limited to a small number of students and select grade levels. Administrative observations, teacher teams, and parents have indicated that there is a great need for enrichment, intervention and extracurricular activities for students.

Guide for Student Voice, Engagement, & Civic Life

Students...

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
 - Student needs, interest, and input are solicited for student programming.
 - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
 - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
 - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
 - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **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.
- **Connect to decision-makers.**
 - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
 - Students learn about issues and candidates, prepare voter education materials and get involved.
 - All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**
 - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
 - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
 - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data)
	✓ Student interest surveys (and/or other avenue for student input)
	✓ Policies regarding student engagement in decision making
	✓ Student government or committee charter and responsibilities
Measures	✓ MVMS Student Survey completion rates and results
	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students
	2a. Creating an Environment of Respect and Rapport
	3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Social Science 3.0 Social Emotional Learning 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

The My Voice, My School "Safety Score" indicated that a large percentage of students and teachers do not feel safe at school. Limited staff power has made it difficult to manage hallways, transitions, bathroom breaks, lunchroom and recess. Support is needed to ensure that the school culture and climate is one where procedures are in place that ensure safety and order for all.

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.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
 - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

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

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

Score

1 2 3 4

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.

Even though Cook still needs support to ensure that restorative practices are implemented with fidelity at all times, when reviewing Dashboard, our misconducts have decreased. Additionally when misconducts occur, the majority are handled in a restorative manner. Administration has provided PD around restorative approaches to discipline at the beginning of the school year and continues to provide articles and opportunities for discussion during grade level meetings.

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.
 - Post and refer to clear, positively stated expectations and model expected behaviors.
 - Create routines and procedures central to the learning environment.
 - 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 continuum of responses to behavior to effectively change student behavior.**
 - Ensure classroom instruction continues when problem behavior occurs.
 - Prefer responses that do not remove students from regular instructional setting or after school activities.
 - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
 - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
 - Support teachers to engage in restorative conversations or respond to behavior incidents.
 - Provide opportunities for students to take responsibility for repairing harm caused by their actions.
 - Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
 - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
 - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
 - Designate space and consistent staff to support implementation of ISS.
 - (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
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
Content Standards	Social Emotional Learning Standards

Parent Partnership:

The school develops strong parent partnerships characterized by involving parents in the instructional program, messaging expectations, fostering a better connection between the school and home, and inspiring participation and high levels of collaboration with families. The school provides opportunities for families to volunteer, build its parent community, and support the school's operations through activities including but not limited to participation on parent councils (e.g. PACs, BACs and PLNs). There are high levels of communication between schools and families is mutual and two-way. Families have a way to voice concerns and schools address and respond to input.

Score

1 2 3 4

There have been several effective parent outreach opportunities this year:

- Regular PAC meetings
- Regular PTA meetings
- Monthly LSC meetings
- Parent run events such as Father Daughter Dance, Kindergarten Celebration, 8th Grade Trip
- Monthly Coffee and Conversation with the principal
- Monthly parent Newsletters (Sometimes more often as needed)
- Cook School Website
- Bi-Weekly Healthy Food Market run by parent volunteers
- Highest Report Card Pick Up Attendance in the last 4 years
- Parent Portal Campaign at Both Report Card Pick up days
- Robocalls to share relevant timely information

However there is limited parent participation in curriculum night, meetings about their child's academics, and supporting homework completion.

Guide for Parent 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	✓ 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
Measures	✓ Fundraising activities and amounts (if applicable)
	✓ How does the school honor and reflect the diversity of families including language and culture?
	✓ Five Essentials Score – Involved Families
Five Essentials	Involved Families
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus	1	2	3	4	5	☐
2	Culture of & Structure for Continuous Improvement: Aligned Resources	☐	☐	☐	☐	☐	☐	☐
2	Culture of & Structure for Continuous Improvement: Professional Learning	☐	☐	☐	☐	☐	☐	☐
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	☐	☐	☐	☐	☐	☐	☐
2	Expectations for depth & breadth of Quality Teaching: Instruction	☐	☐	☐	☐	☐	☐	☐
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	☐	☐	☐	☐	☐	☐	☐
2	Expectations for depth & breadth of Student Learning: Curriculum	☐	☐	☐	☐	☐	☐	☐
2	Expectations for depth & breadth of Student Learning: Instructional Materials	☐	☐	☐	☐	☐	☐	☐
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	☐	☐	☐	☐	☐	☐	☐
2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	☐	☐	☐	☐	☐	☐	☐
2	Expectations for Quality & Character of School Life: Culture for Learning	☐	☐	☐	☐	☐	☐	☐
2	Expectations for Quality & Character of School Life: Parent Partnership	☐	☐	☐	☐	☐	☐	☐
2	Expectations for Quality & Character of School Life: Safety & Order	☐	☐	☐	☐	☐	☐	☐
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	☐	☐	☐	☐	☐	☐	☐
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	☐	☐	☐	☐	☐	☐	☐
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	☐	☐	☐	☐	☐	☐	☐
3	Expectations for Quality & Character of School Life: Relational Trust	☐	☐	☐	☐	☐	☐	☐
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	☐	☐	☐	☐	☐	☐	☐

Goals

Required metrics (Elementary)

18 of 18 complete

National School Growth Percentile - Reading

2014-2015	2015-2016	2016-2017	2017-2018
Actual	Actual	Goal	Goal

Using the SQRP Calculator we realize that our goals have to be aggressive yet achievable in order for us to be able to move from a Level 2 school to a Level 2+ and eventually a Level 1. This statement applies to all the goals that have been set in this document.

By providing teachers with ongoing job embedded PD around the five components of the Framework for Teaching and Learning, we will be improving teachers' capacity. We will also continue to use the DDI cycle to identify learning gaps and provide targeted small group and individual supports for our students. This will increase student achievement. With the adaptation of a school wide teaching strategies, on going progress monitoring and small group instruction, we will be able to reach our goals.

60.00 48.00 70.00 80.00

National School Growth Percentile - Math

By 2016-2017, teachers will have two years of work with the new math curriculum we adopted in 2014-2015. With consistent implementation of the math curriculum coupled with a focus on rigorous tasks, small group instruction and progress monitoring, we will increase our math growth percentile.

By providing teachers with ongoing job embedded PD around the five components of the Framework for Teaching and Learning, we will be improving teachers' capacity. We will also continue to use the DDI cycle to identify learning gaps and provide targeted small group and individual supports for our students. This will increase student achievement. With the adaptation of a school wide teaching strategies, on going progress monitoring and small group instruction, we will be able to reach our goals.

4.00 27.00 50.00 65.00

% of Students Meeting/Exceeding National Ave Growth Norms

Percentage of students meeting/exceeding national average growth norms should increase incrementally each year based on growth in reading and math.

50.00 (Blank) 65.00 85.00

African-American Growth Percentile - Reading

Our school is 99% African-American. The growth percentile for the sub group mirrors the overall percentage of students meeting/exceeding national average growth norms.

60.00 45.00 70.00 80.00

Hispanic Growth Percentile - Reading

No hispanic population

(Blank) (Blank) 0.00 0.00

English Learner Growth Percentile - Reading

No EL population

(Blank) (Blank) 0.00 0.00

Diverse Learner Growth Percentile - Reading

We have made every effort to include our DL population in general education classes as much as possible to ensure they are being exposed to grade level material. Teachers have been planning data informed tasks for individual students. In 2016-2017 and beyond, we plan to target our Diverse Learners and provide them with additional before, after and other opportunities to get enrichment and support.

3.00 5.00 60.00 70.00

African-American Growth Percentile - Math

Our school is 99% African-American. The growth percentile for the sub group mirrors the overall percentage of students meeting/exceeding national average growth norms.

4.00 27.00 50.00 65.00

Hispanic Growth Percentile - Math

No Hispanic population

(Blank) (Blank) 0.00 0.00

English Learner Growth Percentile - Math

No ELL population

(Blank) (Blank) 0.00 0.00

Diverse Learner Growth Percentile - Math

We have made every effort to include our DL population in general education classes as much as possible to ensure they are being exposed to grade level material. Teachers have been planning data informed tasks for individual students. In 2016-2017 and beyond, we plan to target our Diverse Learners and provide them with additional before, after and other opportunities to get enrichment and support.

36.00

2.00

50.00

65.00

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

Similar to growth goals, we expect attainment to grow utilizing DDI, Small group instruction, and standards based curriculum implemented with fidelity.

16.00

25.00

40.00

50.00

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

Similar to growth goals, we expect attainment to grow utilizing DDI, Small group instruction, and standards based curriculum implemented with fidelity.

5.00

8.00

40.00

50.00

National School Attainment Percentile - Reading (Grade 2)

Similar to grades 3-8, we expect attainment to grow by utilizing DDI and standards based curriculum implemented with fidelity. Additionally teachers in grades K-3, have CLI support (Chicago Literature Initiative) which provides coaching and modeling for teachers around Balanced Literacy strategies. CLI support, coupled with the aforementioned school wide strategies should help teachers and thus effect student achievement outcome.

7.00

1.00

30.00

40.00

National School Attainment Percentile - Math (Grade 2)

Similar to grades 3-8, we expect attainment to grow by utilizing DDI and standards based curriculum implemented with fidelity. We will also make an effort to have teachers in grades 2 collaborate with teachers in grade 3, in order to identify any gaps in the scope and sequence.

4.00

3.00

30.00

40.00

% of Students Making Sufficient Annual Progress on ACCESS

Students do not take the ACCESS

(Blank)

(Blank)

0.00

0.00

Average Daily Attendance Rate

Our attendance has increased by approximately 1% every year. We anticipate continued growth at this rate for the next two years.

92.50

93.50

95.00

96.00

My Voice, My School 5 Essentials Survey

In Ambitious Instruction we plan to move from 63 to 70+
 In the area of Effective Leaders we plan to move from 18 to 70+
 In the area of Collaborative Teachers we plan to move from 51 to 70+
 In the area of Involved Families we plan to move from 34 to 50+
 In the area of Supportive Environment we plan to move from 69 to 75+
 How:
 -Continue to build Respect, Rapport and Trust between Administrators, Teachers and Students
 -A master schedule which has allowed and will continue to allow for more grade level and content area collaboration
 -Increase parent outreach through website, social media and Robo call system as well as Parent Led events
 - Continue to focus on Safety and Order
 -Continue to utilize Restorative practices to curb behavioral issues and when present use the MTSS process to provide targeted supports for students.
 Update: We overall Culture and Climate improved from 'Moderately Organized' to 'Well Organized'. We exceeded our goal.

(Blank)

(Blank)

(Blank)

(Blank)

Custom metrics

0 of 0 complete

2014-2015	2015-2016	2016-2017	2017-2018
Actual	Actual	Goal	Goal

Strategies

Strategy 1

If we do...

If we cultivate a shared vision and purpose within a collaborative community that fosters inquiry and input from teachers and staff on issues related to instructional practice and student achievement,

...then we see...

then we can see teachers persevere and willing to implement new instructional practices

...which leads to...

which leads to higher student gains and meeting and exceeding overall growth and attainment goals for 2016-2018 on standardized assessments as well as other measures determined by teachers.

Tags:

Academic gain, Vision, Academic expectations, Collaboration, Refelction

Area(s) of focus:

1, 2

Action step ⓘ

Teachers will collaborate with colleagues and administrators weekly during grade level meetings to discuss targeted instructional practices and student work. There will always be reflection built in to allow teachers to take away actionable items related to improving their practice related to components from domain 3 of the Framework for Teaching and Learning.

Responsible ⓘ

Teachers, School Administrators

Timeframe ⓘ

Aug 25, 2016 to Jun 30, 2017

Evidence for status ⓘ

Grade Level Agendas, Reflection Tools, Teacher Responses

Status

On-Track

Academic gain, Academic, Collaboration, Achievement

Teachers will create several PLCs designed to address instructional interest and areas of priority to build teacher capacity. Teacher Leaders will lead these PLCs and report back to administration and ILT for feedback.

Teachers, School Administrators

Aug 15, 2016 to Jun 30, 2017

PD Agendas

On-Track

Professional development

Strategy 2

If we do...

If teachers systematically use all available data to inform their tier 1 instruction and identify, assign, implement and progress monitor tier 2 and 3 interventions for specific students needing extra support,

...then we see...

a more student centered environment

...which leads to...

students meeting and exceeding individual and grade specific goals for 2016-2018.

Tags:

MTSS, Behavior and Safety, SEL, Restorative approaches, Ddi

Area(s) of focus:

3, 4

Action step ⓘ

All teachers will provide universal academic and SEL instruction and progress monitor students on a weekly/biweekly basis to identify areas of deficit.

Responsible ⓘ

All Teachers

Timeframe ⓘ

Sep 5, 2016 to Jun 30, 2017

Evidence for status ⓘ

Menu of available interventions in use, evidence of On Track Rate, Attendance Rates

Status

On-Track

MTSS, Attendance, On track, Attendance plan

Students identified needing tier 2 and 3 supports will be provided with intervention in or out of the classroom. Interventions will be logged and monitored for 5-6 weeks total. Teachers progress monitor interventions weekly/biweekly.	Administration, teachers,counselor	Aug 29, 2016 to Jun 26, 2017	Progress monitoring data, evidence of interventions provided	On-Track
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ILT team will review MTSS data to determine the quality and progress of tier 2 and 3 interventions and provide recommendations for professional development as well as additional support for students and teachers as intervention providers.	ILT Members, MTSS lead and service providers	Nov 1, 2016 to May 31, 2017	(Blank)	On-Track
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Strategy 3

If we do...	...then we see...	...which leads to...
If we develop strong parent partnerships by involving parents in the instructional program	increased connection between school and home	improved On-Track Rates (Behavior, Grades, Attendance).

Tags:
Attendance, Behavior and Safety, Parental involvement, Grades

Area(s) of focus:
3, 4, 5

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Provide frequent communication with parents about expectations, student progress, attendance, behavior, SEL, health and wellness.	Administrators, teachers, UIC partners, Health and Wellness Team	Aug 22, 2016 to Jun 30, 2017	BAG reports, progress reports, parent handbook, parent newsletter,website, Curriculum nights, report cards, Parent teacher conferences, Parent portal	On-Track

Communication, Parent portal, Parent involvement

Provide quarterly high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community including open house, game night, literacy night, science fair etc.	Administrators, Teachers and Staff	Sep 5, 2016 to Jun 20, 2017	Curriculum nights, student performances, assemblies, Healthy Food Market, Field Trips, Participation rates for parent events, event agendas, flyers	On-Track
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Curriculum, Parent involvement, Assemblies

Engage our partners such as Youth Guidance, Health Clinic and GAGDC to develop programs to support parents.	Community Partners, Administration	Aug 29, 2016 to Jun 26, 2017	Evidence of communication, resources	On-Track
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Strategy 4

If we do...	...then we see...	...which leads to...

If Instructional Leadership Team develops systems and structures relative to providing timely, substantive, and specific feedback on high leverage instructional strategies and teaching practices through a cycle of coaching and support

then we see the overall quality of teaching improve

which leads to all students meeting and exceeding all assessment data.

Tags:
Instructional Coaching, Feedback, Collaboration, Student achievement

Area(s) of focus:
1, 2, 3

Action step	Responsible	Timeframe	Evidence for status	Status
Engage each teacher and staff member in goal setting using the Framework for Teaching and Learning and student level data in the beginning of the year.	Administrators, teachers	Aug 29, 2016 to Sep 30, 2016	Goal Setting Documents	Postponed
Hold quarterly one on one meetings with teachers and teacher teams to review data for their students and to set next steps for re-teaching-explicitly linking conversations about student needs and teacher growth areas.	Administrators, individual teachers, teacher teams	Aug 29, 2016 to Aug 30, 2017	Quarterly agenda, goal setting documents	Postponed
Align feedback provided during pop-ins, informal and formal observations to teacher's identified growth areas.	Administrator	Sep 12, 2016 to Jun 23, 2017	Pop-in logs, data from REACH observations	On-Track
ILT members will conduct monthly Classroom Walks and quarterly Instructional Rounds to identify patterns and improvement areas.	ILT Members	Aug 29, 2016 to Jun 23, 2017	Protocol for Instructional Rounds, Agendas from ILT meetings, Meeting notes	Postponed

Strategy 5

If we do...

...then we see...

...which leads to...

If we develop and communicate school and classroom based climate and culture that fosters a sense of solidarity, inclusiveness, problem solving and community amongst administrators, teachers and staff, students and families

then we see deeper understanding of students' individual academic, social, emotional and physical needs

which leads to improvement of our school's culture and climate and 'Safety' and 'Efficacy' categories in the Five Essentials Survey rating from 'Weak' to 'Strong' in 2016-2017 and 'Very Strong' in 2017-2018 reported by students and teachers.

Tags:
MTSS, Culture, Inclusive

Area(s) of focus:
3, 4, 5

Action step	Responsible	Timeframe	Evidence for status	Status
Develop, provide and adjust when necessary clear procedures for reporting and responding to safety concerns	Administration, Dean, Security Team	Aug 29, 2016 to Jun 23, 2017	Protocols and procedures written in handbook, evidence of monthly meeting notes from monthly meeting with security team	On-Track

Behavior and Safety, Safety and order, Culture and climate

Continue to build on the PBIS framework by strengthening tier 1 practices school wide and identifying and supporting those students needing tier 2 and 3 interventions with student behavior.	Culture and Climate Team	Aug 29, 2016 to Jun 26, 2017	Agendas and notes from meetings	Behind
Create an effective and sustainable tracking system for behavioral write ups and train all staff members to use it	Administration, Culture and Climate Team, All staff	Aug 29, 2016 to Sep 30, 2016	Behavioral Logs	Behind
Emphasize proactive, instructive, and restorative approaches to student behavior by providing on-going job embedded training for teachers and staff members.	Administration, Culture and Climate TEam	Aug 29, 2016 to Jun 26, 2017	PD Agendas	Postponed
Introduce and implement Kids at Hope, an evidence based program that builds self esteem, compassion and efficacy for children and the adults in their lives.	Administration, Culture and Climate Team	Jun 15, 2017 to Jun 15, 2017	Kids at Hope	Postponed
Kids at hope				
To build as sense of community, teachers in all grades will hold daily morning meetings with their students.	K-5 Teachers	Aug 29, 2016 to Aug 28, 2017	Observation notes	On-Track

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ Teachers will collaborate with colleagues and administrators weekly during grade level meetings to discuss targeted instructional practices and student work. There will always be reflection built in to allow teachers to take away actionable items related to improving their practice related to components from domain 3 of the Framework for Teaching and Learning.</p> <p>Tags: Academic gain, Vision, Academic expectations, Collaboration, Refelction, Academic gain, Academic, Collaboration, Achievement</p>	Teachers, School Administrators	Aug 25, 2016	Jun 30, 2017	On-Track
<p>✚ Teachers will create several PLCs designed to address instructional interest and areas of priority to build teacher capacity. Teacher Leaders will lead these PLCs and report back to administration and ILT for feedback.</p> <p>Tags: Academic gain, Vision, Academic expectations, Collaboration, Refelction, Professional development</p>	Teachers, School Administrators	Aug 15, 2016	Jun 30, 2017	On-Track
<p>✚ All teachers will provide universal academic and SEL instruction and progress monitor students on a weekly/biweekly basis to identify areas of deficit.</p> <p>Tags: MTSS, Behavior and Safety, SEL, Restorative approaches, Ddi, MTSS, Attendance, On track, Attendance plan</p>	All Teachers	Sep 5, 2016	Jun 30, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ Students identified needing tier 2 and 3 supports will be provided with intervention in or out of the classroom. Interventions will be logged and monitored for 5-6 weeks total. Teachers progress monitor interventions weekly/biweekly.</p> <p>Tags: MTSS, Behavior and Safety, SEL, Restorative approaches, Ddi</p>	Administration, teachers, counselor	Aug 29, 2016	Jun 26, 2017	On-Track
<p>✦ ILT team will review MTSS data to determine the quality and progress of tier 2 and 3 interventions and provide recommendations for professional development as well as additional support for students and teachers as intervention providers.</p> <p>Tags: MTSS, Behavior and Safety, SEL, Restorative approaches, Ddi</p>	ILT Members, MTSS lead and service providers	Nov 1, 2016	May 31, 2017	On-Track
<p>✦ Provide frequent communication with parents about expectations, student progress, attendance, behavior, SEL, health and wellness.</p> <p>Tags: Attendance, Behavior and Safety, Parental involvement, Grades, Communication, Parent portal, Parent involvement</p>	Administrators, teachers, UIC partners, Health and Wellness Team	Aug 22, 2016	Jun 30, 2017	On-Track
<p>✦ Provide quarterly high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community including open house, game night, literacy night, science fair etc.</p> <p>Tags: Attendance, Behavior and Safety, Parental involvement, Grades, Curriculum, Parent involvement, Assemblies</p>	Administrators, Teachers and Staff	Sep 5, 2016	Jun 20, 2017	On-Track
<p>✦ Engage our partners such as Youth Guidance, Health Clinic and GAGDC to develop programs to support parents.</p> <p>Tags: Attendance, Behavior and Safety, Parental involvement, Grades</p>	Community Partners, Administration	Aug 29, 2016	Jun 26, 2017	On-Track
<p>✦ Engage each teacher and staff member in goal setting using the Framework for Teaching and Learning and student level data in the beginning of the year.</p> <p>Tags: Instructional Coaching, Feedback, Collaboration, Student achievement</p>	Administrators, teachers	Aug 29, 2016	Sep 30, 2016	Postponed
<p>✦ Hold quarterly one on one meetings with teachers and teacher teams to review data for their students and to set next steps for re-teaching-explicitly linking conversations about student needs and teacher growth areas.</p> <p>Tags: Instructional Coaching, Feedback, Collaboration, Student achievement</p>	Administrators, individual teachers, teacher teams	Aug 29, 2016	Aug 30, 2017	Postponed
<p>✦ Align feedback provided during pop-ins, informal and formal observations to teacher's identified growth areas.</p> <p>Tags: Instructional Coaching, Feedback, Collaboration, Student achievement</p>	Administrator	Sep 12, 2016	Jun 23, 2017	On-Track
<p>✦ ILT members will conduct monthly Classroom Walks and quarterly Instructional Rounds to identify patterns and improvement areas.</p> <p>Tags: Instructional Coaching, Feedback, Collaboration, Student achievement</p>	ILT Members	Aug 29, 2016	Jun 23, 2017	Postponed
<p>✦ Develop, provide and adjust when necessary clear procedures for reporting and responding to safety concerns</p> <p>Tags: MTSS, Culture, Inclusive, Behavior and Safety, Safety and order, Culture and climate</p>	Administration, Dean, Security Team	Aug 29, 2016	Jun 23, 2017	On-Track
<p>✦ Continue to build on the PBIS framework by strengthening tier 1 practices school wide and identifying and supporting those students needing tier 2 and 3 interventions with student behavior.</p> <p>Tags: MTSS, Culture, Inclusive</p>	Culture and Climate Team	Aug 29, 2016	Jun 26, 2017	Behind
<p>✦ Create an effective and sustainable tracking system for behavioral write ups and train all staff members to use it</p> <p>Tags: MTSS, Culture, Inclusive</p>	Administration, Culture and Climate Team, All staff	Aug 29, 2016	Sep 30, 2016	Behind
<p>✦ Emphasize proactive, instructive, and restorative approaches to student behavior by providing on-going job embedded training for teachers and staff members.</p> <p>Tags: MTSS, Culture, Inclusive</p>	Administration, Culture and Climate TEam	Aug 29, 2016	Jun 26, 2017	Postponed
<p>✦ Introduce and implement Kids at Hope, an evidence based program that builds self esteem, compassion and efficacy for children and the adults in their lives.</p> <p>Tags: MTSS, Culture, Inclusive, Kids at hope</p>	Administration, Culture and Climate Team	Jun 15, 2017	Jun 15, 2017	Postponed

District priority and action step	Responsible	Start	End	Status
<p>✚ To build as sense of community, teachers in all grades will hold daily morning meetings with their students. Tags: MTSS, Culture, Inclusive</p>	K-5 Teachers	Aug 29, 2016	Aug 28, 2017	On-Track

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.

NCLB Program

NCLB 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.

NCLB 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

No Child Left Behind (NCLB), 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 NCLB 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 Plan

Parent Involvement Policy

Complete

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

We currently have an active PAC, PTA, and LSC. The principal provides each group with detailed "State of School" statuses on a monthly basis. Principal also holds Coffee and Conversation meetings with parents that are not a part of either of these committees to ensure that their voices are heard. Lastly, curriculum nights are held to keep parents abreast of the curriculum and instructional practices teachers are using to encourage parental involvement and support.

The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, 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 involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in the NCLB, 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

The school will hold its Title 1 Annual Meeting was done on October 7th and the PAC organizational meeting was rescheduled from October 21st and completed on December 21st. Title 1 PAC meetings will be held monthly thereafter. All meetings are posted, announced on the Marquee, and Robocalls are made to the homes.

Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.

Title 1 PAC meetings will be held monthly. Additionally, parents will be given the opportunity to attend school events where they can learn about the curriculum and NWEA proficiency levels. We will also hold an ASSESSMENT night so parents can dive deeper into the assessments their children will participate in throughout the year such as NWEA MAP, NWEA MPG, DIBELS, TRC and PARCC. All relevant information will also be sent home to parents on a regular basis.

At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents 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.

At Title 1 PAC Meetings, LSC meetings and other meetings designed to increase parental involvement, when parent suggestions are given, the administration will have one month to respond to those suggestions. Administrators will respond to parent suggestions and inquiries at the subsequent PAC meeting.

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

The school will send results on standardized tests as they are received. Additionally, administrators will provide parents and students with BAG reports- Reports on their attendance, behavior, grades and current assessments every 5 weeks. The teachers will also conference with students regarding their assessment goals for the school year.

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.

Parents will be notified by letter and by phone every Monday for a month if their child has been assigned to or taught by a teacher who is not highly qualified.

Schools will assist parents of participating NCLB 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.

The Administration plans to host at least two Assessment Nights where the following assessments will be explained in detail: NWEA MAP, NWEA MPG, PARCC, DIBELS and TRC. The school will also send him results on standardized tests as they are received. Additionally, administrators will provide parents and students with BAG reports- Reports on their attendance, behavior, grades and current assessments every 5 weeks. The teachers will also conference with students regarding their assessment goals for the school year.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

The school will do this through consistent communication with parents. Additionally, the school will organize monthly events where parents can attend and ask questions. Last, the school has reached out to partners to help with this as well.

Schools will educate all staff in the value and utility of contributions by parents and in how to reach out to, communicate and work with, parents as equal partners in the education of their children and in how to implement and coordinate parent programs and build ties with parents. Please describe how this will be accomplished.

Teachers will be encouraged to keep a parent contact log where they detail the number of positive and instructive parent calls they make weekly. Teachers will also collaborate with parents to increase parental involvement such as Daddy Daughter Dance, Mother Son Basketball Game, Family Game night, etc. The goal is to plan at least one parent activity per month. Parents also run our Healthy Kids Food Market every two weeks. Lastly, PAC is encouraged to host parent events around concepts parents are interested in such as healthy eating, homework help, GED classes, technology classes, etc.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent 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 in more fully participating in their children's education. Please describe how this will be accomplished.

Cook currently houses two full day preschool programs. Teachers host monthly meetings to discuss issues related specifically to preschool parents.

Schools will ensure that information related to the school and parent programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

Administration will review all correspondence sent to student homes to ensure language and format fosters maximum understanding for the intended audiences.

- The LSC will approve the school improvement plan and monitor the CIWP.
- In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.
- The school will coordinate the parent involvement programs identified in the CIWP.
- The school will evaluate the parent involvement 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

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.)

The Mission of John W. Cook Elementary School is to provide a student-centered, rigorous, and technologically advanced balanced curriculum that meets the needs of all of our students. We are committed to preparing all of our students for college and career. We recognize that our students have a range of needs and learn in different ways. We are committed to assisting each student learn to be creative, think critically, develop a life-long love for learning, acquire a sense of responsibility for both self and community, and develop a passion for excelling in academics, the arts and athletics.

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.

Parent teacher conferences are scheduled for November 13, 2016 and April 13, 2017. These days are also report card pick up days. Teachers will be equipped to discuss standardized test scores, proficiency levels, student grades, academic progress, attendance and behavior during these conferences.

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 progress reports (Grades), and BAG reports (Behavior, attendance, grades, assessments) every 5 weeks and report cards every 10 weeks. Parents will also be able schedule meetings with teachers/administrators as needed. Administrators will hold parent meetings with students in promotional grades 3, 6, 8 1st and 3rd quarter.

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

Parents will also be able schedule meetings with teachers/administrators as needed. Administrators will hold parent meetings with students in promotional grades 3, 6, 8 1st and 3rd quarter. Parents are always welcome to hold meetings with teachers during their prep periods as long as the meeting is scheduled in advance.

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents may volunteer, participate, and observe classroom activities.

Administration will hold a parent volunteer informational at the beginning of the year and show parents how to go on the CPS website and sign up to become parent volunteers. This is specifically for parents that will volunteer for 5 hours or more per week. Teachers will also allow opportunities for parents to sign up and volunteer in the classroom to help manage instructional groups during guided math and guided reading instruction. Administration will manage the volunteers interested in helping with recess, lunchroom, and special events.

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

Parents can support learning by doing the following:
 Homework help
 Sign up for parent portal to stay abreast of their child's grades, attendance and behavior
 Maintain constant communication with their child's teacher via email or phone
 Attend school events
 Attend parent teacher conference

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

We currently have an active PAC, PTA, and LSC. The LSC and PAC meet monthly. The Principal also holds Coffee and Conversation meetings with parents that are not a part of either of these committees to ensure that their voices are heard. Parents will also be able schedule meetings with teachers/administrators as needed. Administrators will hold parent meetings with students in promotional grades 3, 6, 8 1st and 3rd quarter. Parents are always welcome to hold meetings with teachers during their prep periods as long as the meeting is scheduled in advance.

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 stay abreast of their "On Track" data- Attendance, Behavior and Grades via student portal and regular conferences with teachers
 Students will follow school wide behavioral expectations
 Students will be aware of their RIT score and stretch goals and set a plan to surpass it
 Students will maintain an attendance rate of 95%
 Students will come to school prepared to learn with their materials and positive attitude

Parent Budget

Complete

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

-Parent Leadership Training with Youth Guidance- Date TBD (selected parents will be trained as volunteers in schools/classrooms).
 -Workshops for parents-Topics include strategies to help parents help their students at home (teachers will be facilitating these workshops, possible topics include Intentional Read Alouds, Read Around the House, Simple Math Drills, Helping Children Become Writers, etc).
 -Parent Task Force- This core group of parents will be meeting with the principal on a bi monthly basis to discuss school wide priorities and progress monitor action items. They will also help with fundraising efforts.

Allocate your Mandated Title 1 Parent Involvement Funds to support your Parent Involvement Program.

Account(s)	Description	Allocation	
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$	Amount .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$	1000 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	800 .00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$	1000 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$	250 .00
54205	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.	\$	216 .00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$	200 .00
53510	Postage Must be used for parent involvement programs only.	\$	Amount .00
53306	Software Must be educational and for parent use only.	\$	Amount .00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$	Amount .00

