Willa Cather Elementary School (/school-plans/73) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
02/04/2016	All Staff	Overview of the CIWP Process

02/05/2016	Cassandra Collins, Nicole Matthews, Dujuanne Evans, Christopher Kruger,	Instructional Supports/Collaborative Process
02/04/2016	All Staff	Overview of the CIWP Process
02/05/2016	All Staff	Five Essentials Survey
02/08/2016	Network 5 Principals and Assist Principals	School Effectiveness Framework
02/09/2016	Teacher Leaders	School Effectiveness Framework
02/10/2016	Parents,LSC & Community Members	School Effectiveness Framework
02/11/2016	ILT Members	School Effectiveness Framework
04/28/2016	ILT Members	CIWP Update
05/12/2016	CIWP Process	CIWP Update
06/09/2016	CIWP Process	CIWP Update

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

> Cather school demonstrates strong leadership and collective responsibility with an overall score of 62% on the 5 essentials survey, with a CPS average of 54% in this category. Trends show a 10% gain in overall program coherence from 73% in 2014 to 83% in 2015 additional data shows 55% of teachers state that school leadership knows what goes on in their classroom, 60% of teachers state that leadership provides feedback to improve teaching with 50% of teachers stating this support improves their instruction, and 70% of teachers implement what they have learned in professional development. School wide 60% of teachers state that leadership makes clear the school's instructional goals and expectations. The school mission and vision are posted in every classroom and staff receive information on the State of the School Performance at the beginning of each school year, along with student performance data to drive their performance. Teachers have opportunities for collaboration through scheduled common planning time at each grade level.

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	✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

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

Score

1 **2** 3 4

> The ILT team at Cather has scheduled meetings twice a month to examine a variety of areas (Attendance, CIWP, SQRP, Formative Assessments, On-Track Rate, Authentic Student Work, Discipline, Quarterly Problem of Practice) that influence overall school wide achievement. The ILT team operates through established protocols such as: agreed upon norms, established agenda, recording of minutes, examination of data to identify root causes, follow up action items, and recording of minutes. The ILT team monitors effectiveness using the ILT Effectiveness Rubric. Teacher leaders share information from the ILT meeting with their colleagues through teacher led meetings, and at House meetings which has contributed to positive outcomes for students. The school wide attendance rate is currently just under 95% due to implementation of practices established by the ILT (Daily calls home, home visits, attendance contracts, incentive programs. Teachers examine school wide on-track data every five weeks and make adjustments to instruction. The quarterly problem of practice is visible in the school.
> The ILT rubric shows a need for more communication from teacher leaders to House members which is inconsistent., thus hindering the development of established timelines for 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	✓ 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:

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

Score

1 **2** 3 4

The quality of professional learning at Cather is very strong with an overall rating of 81% on the 5essential survey, with the CPS average of 72%. Although we have common planning time, only 40% of teachers state they have opportunities to work productively with colleagues, with 50% of teachers stating they have time to think, try, and evaluate new ideas and that professional learning has a coherent focus. However, only 45% of teachers state professional learning is connected to the school improvement plan, and 30% of teachers state they have opportunities to work with teachers from other schools. All staff are provided with agendas for professional learning, however, teachers are not surveyed on professional learning topics and an evaluation tool is not always evident. Teachers have presented professional learning for their colleagues on staff development and school improvement days. Although teachers engage in individual self selected professional learning offered by the district, there is not much differentiation in the professional learning offered at the school level. Teachers receive individual feedback on professional learning implementation through ongoing informal and formal classroom observations by school leadership.

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

Suggested Evidence	✓ 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	✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
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	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

Aligned Resources:

Score

1 2 **3** 4

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.

Cather school resources are aligned to school priorities with the sole goal of improving student achievement as stated in the CIWP. Block scheduling is implemented school wide and posted in every classroom. Classroom instructional time is protected with interruptions only made in case of emergencies. All financial resources are used for staff and instructional materials and supports, however 25% of teachers stated they have influence on how discretionary funds are spent. In addition, we have established a number of community partnerships that assist in providing additional needed resources to our students at no cost such as: (Communities in Schools, Chicago Cares, Success Project, West Side Writing Project, Bobby Wright Mental Health Center, University of IL. Nutrition Program, Gardener's Program, Safe Route Ambassadors Program, Open Books Reading Program, Junior Achievement , GREAT Program, Space to Grow Program, Salvation Army), however, the effectiveness of community based support is inconsistently examined. We have also written grants to support school wide goals of improving health and wellness. We have a low mobility rate among teachers with most teachers scoring in the proficient range on REACH summative ratings and staying at Cather until retirement. We seek to hire only qualified teachers. We currently have not implemented an exit interview/survey procedure.

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 ✓ 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

Curriculum:

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

Score

1   **2**   3   4

> Teachers at Cather develop Comprehensive Instructional Units of Study in Reading which are aligned to the Common Core Standards and reviewed by school administrators every five weeks. Lesson plans are submitted and reviewed weekly. Teachers follow curriculum sequencing and pacing guides, however curriculum maps are not evident as a school wide practice. Forty percent of teachers state they have input in establishing curriculum.

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=Y3BzLmVkdXxrY3xneDoyYjIlNGI4MmY3YTIxYTgz), 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	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	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	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

> Cather has implemented a cross section of instructional materials from a variety of content areas , replenishing materials each school year as financial resources allow. Students in regular education and special education classes have access to the same instructional materials at their designated grade levels. Cather incorporates the use of technology for all students with all students having daily access to computers. Forty percent of teachers report they have influence in determining books and instructional materials used by students.

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	✓ 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	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

Score

1 **2** 3 4

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)

> School wide observation data show an increase in the use of higher ordered questioning as evidence in lesson planning, but there is a need for implementation of more rigorous tasks, and a need for project based performance tasks among students. Fifty eight percent of students report that teachers require them to work hard in class, but only 25% of students report opportunities to work with peers to revise work, and connect learning to real life situations in reading, and 22% of students report applying math outside of school. Teachers assess student work weekly and adjust instruction accordingly, however examination of student work across grades is inconsistent.

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)). 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	✓ 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

1 **2** 3 4

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)

A college focus is evident through the learning environment at Cather with banners, posters, and bulletin boards that support our school wide mission of college readiness. Cather has implemented a College Readiness Block in our school wide schedule, where teachers differentiate instruction to prepare students for higher learning. Classroom observation data show a need for more rigorous and coherent instruction across grade levels.

Eighth grade students at Cather apply to at least five high schools including selective enrollment schools. Decisions are made through the implementation of the Success Program at the middle school grade levels. Students research high schools and engage in the application process with the school counselor and the success coordinator.

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	✓ 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	✓ 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

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

Teachers engage in sharing of information to support instruction through grade level meetings, as well as school, network, district, and teacher led professional development. Our REACH teacher observation trend reflects most teachers in the proficient range, with 5 teachers in the developing range.
Informal observational data shows significant use of whole group instruction by most teachers, and inconsistent use of data driven flexible group instruction. Most classroom conversation is teacher directed.Teachers identify cognitively challenging work in their lesson planning, however implementation of these practices is not coherent school wide. Although staff engaged in a gallery walk at the beginning of the school year, there is not a procedure in place for peer observations and learning walks.

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	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	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	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

> Observational data shows universal instruction in the core curriculum is evident in most classrooms. Most teachers follow the school wide block schedule and use instructional materials provided, in addition to resource materials gathered to support student learning. There is inconsistent use of focused data driven instruction to support varied learners at their instructional levels. Teachers have developed Personal Learning Plans to support students who failed or were promoted with supports. Cather has established a MTSS Committee which meets monthly to identify academic and behavior supports for students. The team is currently trying to establish a coherent response to intervention program that can be used school wide to support students academically. All staff have received professional development on Restorative Practices. There is universal implementation of the Second Step Program (SEL/Tier 1) . Dashboard misconduct data currently shows an increase in the use of in school suspensions as compared to last year (16 in 2015, 28 currently) thus keeping students in the learning environment. Data also shows an overwhelming use (113) of instructive, corrective, restorative practices when addressing student misconduct. Cather has implemented a Hug Mentor Program (Tier 2) to support students with repeated discipline infractions. Some students also receive individual (Tier 3) support by our school counselor, social worker, and psychologist each week. There is no specific system in place to communicate a menu of services provided to all stakeholders.

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 ✓ Evidence of On Track monitoring and supports
Measures	✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating Knowledge of Students 1d. Designing Coherent Instruction 2d. Managing Student Behavior 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

Balanced Assessment & Grading:

A balanced assessment system effectively measures the depth and breadth of student learning and monitors student progress towards college and career readiness. It also produces actionable data to inform planning for instruction, academic supports, and resource allocation. To meet these goals, a balanced assessment system must include multiple measures and be responsive to the needs of all students, including diverse learners and English learners.

Score

1 **2** 3 4

Cather uses a variety of formal and informal assessment tools to monitor student progress and make adjustments to instruction. Staff review SQRP data to get a picture of school wide areas of strength and weaknesses in order to inform plans for instruction. All students are administered the NWEA assessment at the beginning of the year. Teachers analyze this data to gauge student summer losses or gains. Teachers then have test talks with students and create data goal cards to set achievement goals for the year. Primary students are administered the DIBELS, TRC, and mClass assessments at the beginning, middle, and end of the year. Teachers then use this information, along with progress monitoring data, to inform instruction. Classroom teachers administer CPS Benchmark assessments in Reading and Math each quarter. This data source is used to measure student performance at the district level. Students in grades 3rd - 8th are given NRS assessments in reading. This assessment measures student performance on rigorous tasks aligned to CCSS. Teachers also administer content area unit assessments and teacher made assessments weekly to inform instruction. The ILT team looks at overall student on-track data every five weeks and analyses the root causes of poor student achievement, then administrators and teacher leaders meets with teachers to make adjustments to instruction. Some teacher teams analyze student work samples and get exit slip feedback from students, however these practices are not coherent throughout the school. End of the year NWEA, PARCC, and SQRP assessment data is used to inform professional development and create an assessment system for the upcoming school year. Although data from 5essentials survey show a very strong collective use of data (87%), teachers tend to review weekly student assessment data independently (80%), verses collaboratively(50%).

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	✓ 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

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

Classroom observational data shows a lack of coherence in application of rigorous tasks in the classroom environment school wide and the practice of collaboratively reviewing of student work. Cather 5essential data shows an overall neutral score (55%) in academic press which is significantly lower that the district average of 74%. Only 27% of students state that their classes make them think and 24% of students state they feel challenged. Only 40% of students state they learn a lot in their classes. Fifty three percent of teachers report working on instructional strategies with other teachers and 85% of teachers state they feel responsible that all students learn. Dashboard data shows only 46.5% of students are on-track to graduate. REACH data shows a lack of student engagement in some classes. All teachers have received professional development on restorative practices in their classrooms, however this practice is not coherent school wide.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
    - Use strategies to reinforce and cultivate student curiosity.
    - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
    - Consistently communicate the expectation that all students can achieve at high levels.
    - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
    - Clearly display school-wide expectations for academic and personal success throughout the building.
    - Set high expectations according to grade-appropriate learning objectives.
    - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
    - Recognize high levels of student achievement. All students receive recognition.
    - Encourage student resilience and hard work.
    - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
    - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
    - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
    - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
    - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
    - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
    - Employ strategies including ongoing monitoring and support of students' academic behaviors.
    - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	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

Although Cather has implemented practices to foster a positive climate throughout our school to build relational trust (School Vision/Mission, Cather School Pledge, Restorative Practices, College banners, Inspirational Quotes, School Wide Signals, Adult Modeling), implementation of Culture and Climate standards, along with a school self assessment are not a coherent practice. Five essential data show a high percentage of teacher-teacher trust (81%), however student-teacher trust is weak (29%). Teacher-parent trust is strong (64%), slightly below the CPS average. Opportunities for teacher collaboration are provided through daily scheduled common planning time at all grade levels. Cather implements a Universal Social Emotional Learning Program for all students (2nd step), along with Tier 2 (Hug Mentor Program, small group counseling) and Tier 3 (Individual counseling) to foster positive relationships throughout the school environment.

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

Students at Cather have voice through participation in the My School My Voice Survey. Current student completion rate for Cather is 90.6%, which is above the CPS average of 81.2%. Cather offers a variety of extracurricular programming for students. Students participate in school wide sports programs (Volleyball, Basketball, Football, Lacrosse, Track, Cheerleading, Track, and Fitness). Many of these programs are sponsored by school staff and volunteers. Cather student council participates in planning school wide fundraisers and have provide input in student activities. Students participate in additional programs sponsored by school & community organizations partnerships (Communities in Schools, Chicago Cares, Success Project, West Side Writing Project, Bobby Wright Mental Health Center, University of IL. Nutrition Program, Gardener's Program, Safe Route Ambassadors Program, Open Books Reading Program, Junior Achievement , GREAT Program, Space to Grow Program, Salvation Army, and Chicago Police Department). Cather offers a Saturday School academic enrichment program to provide students with additional rigorous small group instruction. Student interest surveys are not evident.

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 ✓ MVMS Student Survey completion rates and results
Measures	✓ 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

All students and staff receive an orientation on the Student Code of Conduct at the beginning of each year. Students ranked overall school safety at Cather as weak (20%), as compared with the CPS average ranking of neutral (46%). Some students state (23%) they do not feel safe outside around the school, and 35% of students state they feel somewhat safe traveling to and from school. Sixty percent of students state they feel safe and comfortable with their teachers, however dashboard data shows 25% of infractions occur in the classroom, with 29 incidents involving fighting. Forty three percent of students agree that students are often teased and picked on. Most teachers score in the proficient range on REACH Observations in management of transitions. Data shows twenty five percent of teachers feel students to a great extent students disrespect teachers. There are 113 reports of instructive, corrective, restorative practices being used currently to address misconducts. Cather has three security officers who monitor the interior and exterior of the school building and follow the school security plan. All visitors report to the security desk and are directed to the office for additional support. No visitors are allowed to enter the classrooms without administrative approval. The majority of Cather staff walk outside daily to assist with student dismissal. Safe passage workers are assigned to the school and are visible during student entry and dismissal, along with school crossing guards.

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 about a more restorative culture. The school is also characterized by strong and consistent school and classroom climates. The school reinforces positive behaviors and responds to misbehaviors in calm, respectful, and thoughtful ways, teaching students important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning. When misbehavior occurs, the school seeks to understand the underlying reasons (root cause) in order to design a response that effectively changes student behavior using a menu of instructive, corrective and restorative responses.

Score

1   2   **3**   4

All teachers have received professional development on restorative practices. In addition, all teachers implement the Second Step Social Emotional Curriculum school wide to teach students the critical skills of empathy, emotion management and problem solving. We have also implemented the Anti-Bullying Curriculum for kindergarten - 5th grade students. Students are taught to Recognize, Respond, and Report Bullying behaviors to any adult in the school building. We follow the student Code of Conduct and emphasize restorative, verses punitive responses to student misbehavior. In addition, we have implemented a Hug Mentor Program for students who need additional support, as well as small group and individual counseling sessions. Cather has a school wide incentive program to promote positive student behavior and we implement a school wide "Student of the Month" celebration to reward students for displaying positive behavior in and around the school. Cather has a discipline referral process which requires the use of restorative responses to student misconduct before a request for additional intervention is granted, except in cases of emergencies. Dashboard data shows 113 reports of instructive, corrective, restorative practices being used currently to address misconducts. Use of restorative practices in the middle school grades (6-8th) remains low with the majority of misconducts coming from students in those grades. A menu of the restorative practices used school wide is being developed by the school MTSS team.

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 Evidence	✓ Misconduct data (Dashboard) ✓ 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

Cather communicates with parents in a variety of ways through the use of : quarterly newsletters, school website, parent portal, school flyers, agendas, school marquee, phone calls home, report card pick-up, school wide assemblies and events, monthly scheduled NCLB, PAC, and LSC meetings. Less than 50% of parents are regularly reviewing student academic performance with Impact data showing school wide 160 parents using parent portal. Report Card pick up rates for the first quarter show nearly 80% of parents conferenced with their child's teachers. Teachers report on the 5essential survey that 55% of parents attend parent teacher conferences when requested by the teacher most of the time. In addition, teachers state that only 15% of parents contact them about their child's school performance. All responses to Parent Support Center concerns are addressed in a timely manner by school administration. Parents participate and are informed of all school wide fundraisers, but parents are not surveyed to get input on the types of fundraisers they'd like to have in the school. Observational data shows a high degree of parent participation at school assemblies, especially at the primary and intermediate level, however, attendance at scheduled monthly parent meetings is low as evidenced on parent sign in sheets. Cather has not implemented a coherent plan to honor diversity in our school.

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 ✓ Fundraising activities and amounts (if applicable) ✓ How does the school honor and reflect the diversity of families including language and culture?
Measures	✓ Five Essentials Score – Involved Families ✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
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 ⊘= Not of focus
2	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 ⊘
2	Culture of & Structure for Continuous Improvement: Professional Learning	1 **2** 3 4 5 ⊘
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 ⊘
2	Expectations for depth & breadth of Quality Teaching: Instruction	**1** 2 3 4 5 ⊘
2	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 ⊘
2	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ⊘
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 ⊘
2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 ⊘
2	Expectations for Quality & Character of School Life: Culture for Learning	1 2 **3** 4 5 ⊘
2	Expectations for Quality & Character of School Life: Parent Partnership	1 2 3 4 5 ⊘
2	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 ⊘
2	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 **4** 5 ⊘
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 ⊘

Goals

Required metrics (Elementary)   0 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
(Blank)	78.00	80.00	(Blank)	(Blank)
National School Growth Percentile - Math				
(Blank)	27.00	64.00	(Blank)	(Blank)
% of Students Meeting/Exceeding National Ave Growth Norms				

(Blank)	56.40	(Blank)	(Blank)	(Blank)

African-American Growth Percentile - Reading

(Blank)	77.00	83.00	(Blank)	(Blank)

Hispanic Growth Percentile - Reading

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)

English Learner Growth Percentile - Reading

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)

Diverse Learner Growth Percentile - Reading

(Blank)	27.00	71.00	(Blank)	(Blank)

African-American Growth Percentile - Math

(Blank)	26.00	66.00	(Blank)	(Blank)

Hispanic Growth Percentile - Math

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)

English Learner Growth Percentile - Math

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)

Diverse Learner Growth Percentile - Math

(Blank)	7.00	96.00	(Blank)	(Blank)

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

(Blank)	21.00	35.00	(Blank)	(Blank)

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

(Blank)	15.00	33.00	(Blank)	(Blank)

National School Attainment Percentile - Reading (Grade 2)

(Blank)	21.00	68.00	(Blank)	(Blank)

National School Attainment Percentile - Math (Grade 2)

(Blank)	75.00	72.00	(Blank)	(Blank)

% of Students Making Sufficient Annual Progress on ACCESS

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)

Average Daily Attendance Rate

(Blank)	94.30	95.10	96.00	(Blank)

My Voice, My School 5 Essentials Survey

| (Blank) | (Blank) | (Blank) | (Blank) | (Blank) |

Custom metrics

0 of 1 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
(Blank)				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)

Strategies

Strategy 1

If we do...

If we set clear expectations for teachers school wide to analyze student achievement data regularly and differentiate the delivery of instructional content and learning tasks for students based on data

...then we see...

then we will see an increase of data driven conversations between teachers and administrators, between teachers and students,differentiated instructional practices in the classroom environment, students working in flexible instructional groupings that target their instructional needs

...which leads to...

which leads to increased academic achievement on informal and formal assessments, a decrease in the number of students receiving F's in grades 6th - 8th, an increase in school wide 5 week on track metrics, and an increase in college & career readiness for all students.

Tags:
Professional Learning

Area(s) of focus:
1

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Teachers will receive Professional Development on how to differentiate instruction for all learners.	Administration	Aug 29, 2016 to Aug 29, 2016	Professional Development Scheduled	Completed

Literacy/Reading, Math, Assessment, Data Use

Staff will examine student EOY data and use the Common Core Curriculum Standards to set targeted learning goals for students.	Administration Classroom Teachers	Aug 30, 2016 to Aug 30, 2016	Data Review scheduled.	On-Track

Literacy/Reading, Math, Instruction

Teachers will incorporate rigorous reading and math work stations in their classrooms.	Teachers Administrators.	Sep 6, 2016 to Jun 30, 2017	Work stations visible in all classrooms.	Behind

Literacy/Reading, Math, Core Instruction

Teachers will differentiate the learning tasks for their students in their Unit and lesson plans.	Teachers Administration	Sep 6, 2016 to Jun 30, 2017	Unit and lesson plans show evidence of differentiation.	On-Track

Core Instruction, College Access and Persistence

Evidence of instructional grouping and rigorous questioning will be incorporated in the classrooms.	Teachers	Sep 6, 2016 to Jun 30, 2017	Essential questions posted in each classroom. Evidence of instructional grouping posted the classroom and evident in lesson plans.	Behind

Teacher Teams/Collaboration, Cycles of professional learning

Teachers will engage in bi-monthly teacher team meetings with administration during common planning time to examine student achievement data and provide additional supports for students. Teachers along with an Administrator will attend Network, as well as, school provided professional development.	Teachers Administration	Sep 6, 2016 to Jun 30, 2017	Teacher team meeting sheets turned in to administrators bi-monthly. Teacher Leaders and A.P. scheduled to attend Network PD.	On-Track

Data Use, ILT

The ILT team will meet each month to examine school wide data sources through a critical thinking, problem solving process.	ILT Administration	Aug 29, 2016 to Jun 30, 2017	RIOT Process used at ILT Meetings with action items outlined.	On-Track

MTSS, Intervention

The MTSS Team will meet monthly to implement a tiered system of interventions to support students.	MTSS Team Administration	Sep 1, 2016 to Jun 30, 2017	Menu of School Wide Tier Supports developed and distributed to all staff. MTSS monthly meeting schedule.	On-Track

Instructional Coaching

Administrators will monitor instruction through daily classrooms observations and provide immediate feedback to teachers.	Administrators	Sep 6, 2016 to Jun 30, 2017	Daily monitoring schedule developed and implemented.	On-Track

Strategy 2

If we do...	...then we see...	...which leads to...
If we provide students with rigorous, engaging learning tasks aligned to the CCSS and incorporate the use of School Climate Standards School Wide	incorporation of the CPS School Climate Standards with the CCSS school wide in lesson planning, positively stated behavior and academic expectations posted in all areas of the school, clear criteria for office referrals, students engaging in restorative conversations with their teachers and peers.	an increase in restorative practices used by staff school wide, a decrease in the number of students receiving out of school suspensions and detentions thus providing more time on academic tasks, an increase in school wide attendance for students in grades 5th - 8th, a decrease in the number of teacher referrals to the office, an increase in school wide Dashboard BAG Data (Behavior, Attendance, and Grades) every 5 weeks, and an increase in the number of students reporting a trusting relationship with their teachers on the MSMV survey.

Tags:
Climate and Culture, Leadership, Classroom rigor, Behavior supports, Discourse

Area(s) of focus:
2

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
We will incorporate the use of a REACH domain checklist when monitoring classrooms and provide immediate feedback and coaching to teachers.	Administration	Sep 6, 2016 to Jun 30, 2017	REACH Domain checklist used to monitor instruction with teacher feedback section.	On-Track

Assessment, Climate and Culture, Instruction, Coaching

Teachers will incorporate the use of the strategy FAIL (First Attempt In Learning) in all classrooms when introducing and re-teaching rigorous tasks to students.	Teachers	Sep 6, 2016 to Jun 30, 2017	Evidence of re-teaching evident in lesson plans and on GRADEBOOK.	Behind

Assessment, Data Use, Instruction

Teachers will receive professional development on the use of exit slips and incorporate the use of exit slips in their classrooms school wide.	Administrators Teachers	Sep 1, 2016 to Jun 30, 2017	The use of exit slips evident in all classrooms.	On-Track

Literacy/Reading, Math, Assessment, SEL, Instructional practices

Students will be required to complete one project based learning assignment each quarter.	Teachers	Sep 6, 2016 to Jun 30, 2017	Teacher lesson plans outline project based learning.	On-Track

Project based learning

All staff will receive professional development on the incorporation of the SEL Standards and School Climate standards.	Administrators Community Partners	Aug 5, 2016 to Jun 30, 2017	Professional Development scheduled.	On-Track

MTSS, Professional Learning, Behavior and Safety, SEL, Behavior supports

We will implement a school wide, as well as, tiered incentive system to reward students for exhibiting positive behaviors in the school environment, improving attendance rates, and maintaining passing grades.	Administration Teachers	Sep 6, 2016 to Jun 30, 2017	Incentive systems visible in the classroom and throughout the school environment.	On-Track

MTSS, Attendance, ILT

We will host an expectations assembly for students and parents to communicate our school mission and vision, and communicate school wide expectations for ALL students.	Administration	Sep 9, 2016 to Sep 9, 2016	Expectation Assembly scheduled.	Completed

Family and Community Engagement, Leadership

| Teachers will share an instructional practice with parents at our scheduled PAC and NCLB meetings. | Teachers Administrators | Oct 12, 2016 to Jun 30, 2017 | Teachers sign up sheet for monthly NCLB and PAC Meetings. | On-Track |

Family and Community Engagement

Strategy 3

If we do...	...then we see...	...which leads to...
If we clarify our School-Wide Vision of Instructional Best Practices in the content areas, and implement a Research Based Professional Learning System that addresses the needs of students, along with the various levels of development of staff...	then we will see ongoing Researched based Professional Development provided to teachers that addresses their varying levels of development, teachers using researched based practices in their lesson planning and classroom environment, students engaged in rigorous learning tasks	a coherent school wide instructional focus, implementation of professional learning into the classroom environment, an increase in exit slip use by classroom teachers, an increase in teacher capacity, and an increase in student achievement on informal and formal assessments.

Tags:
Core Instruction, Instruction, Curriculum, Professional development, Common core, On track, Classroom rigor, Academic expectations, Data analysis

Area(s) of focus:
3

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Examine school wide achievement data to identify areas of strength and weaknesses.	Administration ILT	Aug 30, 2016 to Jun 30, 2017	Data review scheduled.	On-Track

College Access and Persistence, Academic gain, On track, Content, Data analysis

| Survey teachers to identify their individual professional development needs | Administration | Aug 29, 2016 to Aug 29, 2016 | Distribute and collect surveys during Professional Development Week. | Behind |

Cycles of professional learning, Feedback, Culture of learning

| Schedule Professional Development to target school wide areas of weakness, build teacher capacity, and improve teacher practice. | Administration ITL | Aug 29, 2016 to Sep 2, 2016 | Professional Development scheduled. | On-Track |

Core Instruction, Differentiated instruction, Depth of knowledge, Culture of learning, Academic expectations, Goalsetting

| Develop a schedule to monitor implementation of professional learning in the classroom environment. | Administration | Jul 8, 2016 to Aug 5, 2016 | Daily monitoring schedule developed and implemented | Behind |

Leadership, Grade level meetings, Lesson planning, Accountability

| Examine teacher practices and student work bi-monthly at scheduled teacher led meetings during common planning time. | Administration Classroom Teachers | Sep 9, 2016 to Jun 16, 2017 | Student work samples discussed during Teacher Team Meetings. | On-Track |

Climate and Culture, Classroom rigor, Assessment design

Action step	Responsible	Timeframe	Evidence for status	Status
Administration attendance at all scheduled Network 5 Professional Development for teacher leaders.	Administration	Sep 5, 2016 to Jun 16, 2017	A.P. attendance at scheduled Network PD for Teacher Leaders.	Behind

Leadership, Accountability

Provide opportunities for teachers to share professional learning with their colleagues.	Administration Teachers	Aug 29, 2016 to Jun 16, 2017	Teacher share outs during weekly staff meetings.	On-Track

Climate and Culture, Grade level meetings, Coaching
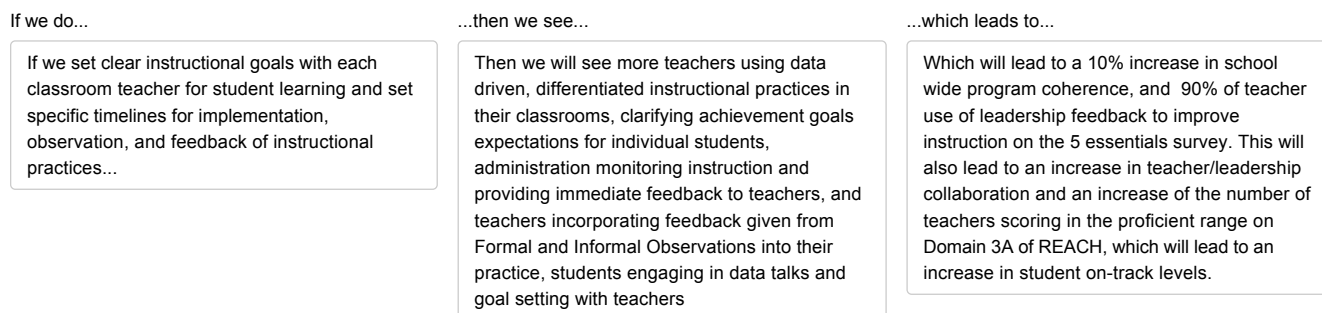
Evaluate the impact of professional learning on instruction and student achievement.	Administration ILT	Oct 7, 2016 to Jun 16, 2017	Examination of student achievement data at scheduled ILT meetings.	On-Track

Assessment, College Access and Persistence, Data Use, Differentatied instruction, Data analysis

Communicate school wide instructional focus to staff and parents.	Administration	Sep 5, 2016 to Jun 16, 2017	Communicate Instructional focus on monthly teacher newsletters and quarterly school wide newsletters.	Behind

Community, Culture of learning, Parent partnerships

Strategy 4

If we do...	...then we see...	...which leads to...
If we set clear instructional goals with each classroom teacher for student learning and set specific timelines for implementation, observation, and feedback of instructional practices...	Then we will see more teachers using data driven, differentiated instructional practices in their classrooms, clarifying achievement goals expectations for individual students, administration monitoring instruction and providing immediate feedback to teachers, and teachers incorporating feedback given from Formal and Informal Observations into their practice, students engaging in data talks and goal setting with teachers	Which will lead to a 10% increase in school wide program coherence, and 90% of teacher use of leadership feedback to improve instruction on the 5 essentials survey. This will also lead to an increase in teacher/leadership collaboration and an increase of the number of teachers scoring in the proficient range on Domain 3A of REACH, which will lead to an increase in student on-track levels.

Tags:
Leadership, Reach, Planning, Goalsetting, Coaching

Area(s) of focus:
4

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
We will meet with classroom teachers to review current student achievement data to target specific instructional goals for students at the beginning of the year.	Administration Teachers	Aug 31, 2016 to Aug 31, 2016	Data review and goal setting meetings scheduled.	Completed

Academic expectations, Goalsetting, Accountability, Instructional planning, Data analysis

We will develop a monitoring schedule to observe teacher practice consistently, and provide immediate feedback with identified areas of strength and areas of improvement bases on the REACH framework, along with a time frame for completion of action items.	Administration	Sep 6, 2016 to Jun 16, 2017	REACH Domain checklist used to monitor instruction with teacher feedback section.	Behind

Core Instruction, Common core, Communication, Accountability, Best practice

Teachers will submit Unit Plans every 5 weeks and submit weekly lesson plans that outline how they will differentiate instruction for their students based on student achievement data and goal setting.	Administration Teachers	Sep 6, 2016 to Jun 16, 2017	Unit and lesson plans submitted to the A.P. show evidence of differentiation.	On-Track

Literacy/Reading, Math, Diverse Learners, Differentiatied instruction, Balanced literacy, Lesson planning, Student engagement, Content, Instructional planning, Student learning, Instructional strategy

Teachers will hold test talks with students every 5 weeks to review on-track data and student progress towards reaching identified achievement goals.	Teachers	Oct 7, 2016 to Jun 16, 2017	Test talk cards distributed to teachers, signed by both teacher and student, then returned to administrators every 5 weeks.	Behind

Attendance, Grading, Academic expectations, Behavior

Teachers will meet with grade level and department teams bi-monthly to examine instructional practices, student work, and to modify instructional practices based on student progress.	Teachers	Oct 4, 2016 to Jun 16, 2017	Teacher team meeting sheets turned in to administrators bi-monthly.	On-Track

Instructional Coaching, Teacher Teams/Collaboration, Instructional practices, Planning, Progress monitoring, Grade level meetings, Teacher-teacher trust & support

We will schedule monthly meetings with key school stakeholders (ILT, MTSS) to examine school wide data and implement needed student supports.	Administration ILT MTSS	Sep 2, 2016 to Jun 16, 2017	ILT and MTSS meeting calendar developed.	On-Track

Attendance, SEL, Academic expectations, Shared leadership, Behavior supports, Academic supports

(Blank)	*(Blank)*	select	*(Blank)*	Behind

Academic interventions

Hire additional personnel (Reduced Class Size Teacher/Intervention Teacher) to implement reading, math, and technology strategies to provide Tiered Supports for students not meeting learning targets.	Administration	Oct 31, 2016 to Jun 21, 2017	Teachers hired and schedules assigned	Completed

Action Plan

District priority and action step	Responsible	Start	End	Status
✚ Teachers will receive Professional Development on how to differentiate instruction for all learners. Tags: Professional Learning, Literacy/Reading, Math, Assessment, Data Use	Administration	Aug 29, 2016	Aug 29, 2016	Completed
✚ Staff will examine student EOY data and use the Common Core Curriculum Standards to set targeted learning goals for students. Tags: Professional Learning, Literacy/Reading, Math, Instruction	Administration Classroom Teachers	Aug 30, 2016	Aug 30, 2016	On-Track
✚ Teachers will incorporate rigorous reading and math work stations in their classrooms. Tags: Professional Learning, Literacy/Reading, Math, Core Instruction	Teachers Administrators.	Sep 6, 2016	Jun 30, 2017	Behind
✚ Teachers will differentiate the learning tasks for their students in their Unit and lesson plans. Tags: Professional Learning, Core Instruction, College Access and Persistence	Teachers Administration	Sep 6, 2016	Jun 30, 2017	On-Track
✚ Evidence of instructional grouping and rigorous questioning will be incorporated in the classrooms. Tags: Professional Learning, Teacher Teams/Collaboration, Cycles of professional learning	Teachers	Sep 6, 2016	Jun 30, 2017	Behind
✚ Teachers will engage in bi-monthly teacher team meetings with administration during common planning time to examine student achievement data and provide additional supports for students. Teachers along with an Administrator will attend Network, as well as, school provided professional development. Tags: Professional Learning, Data Use, ILT	Teachers Administration	Sep 6, 2016	Jun 30, 2017	On-Track
✚ The ILT team will meet each month to examine school wide data sources through a critical thinking, problem solving process. Tags: Professional Learning, MTSS, Intervention	ILT Administration	Aug 29, 2016	Jun 30, 2017	On-Track
✚ The MTSS Team will meet monthly to implement a tiered system of interventions to support students. Tags: Professional Learning, Instructional Coaching	MTSS Team Administration	Sep 1, 2016	Jun 30, 2017	On-Track
✚ Administrators will monitor instruction through daily classrooms observations and provide immediate feedback to teachers. Tags: Professional Learning	Administrators	Sep 6, 2016	Jun 30, 2017	On-Track
✚ We will incorporate the use of a REACH domain checklist when monitoring classrooms and provide immediate feedback and coaching to teachers. Tags: Climate and Culture, Leadership, Classroom rigor, Behavior supports, Discourse, Assessment, Climate and Culture, Instruction, Coaching	Administration	Sep 6, 2016	Jun 30, 2017	On-Track
✚ Teachers will incorporate the use of the strategy FAIL (First Attempt In Learning) in all classrooms when introducing and re-teaching rigorous tasks to students. Tags: Climate and Culture, Leadership, Classroom rigor, Behavior supports, Discourse, Assessment, Data Use, Instruction	Teachers	Sep 6, 2016	Jun 30, 2017	Behind

District priority and action step	Responsible	Start	End	Status
✚ Teachers will receive professional development on the use of exit slips and incorporate the use of exit slips in their classrooms school wide. Tags: Climate and Culture, Leadership, Classroom rigor, Behavior supports, Discourse, Literacy/Reading, Math, Assessment, SEL, Instructional practices	Administrators Teachers	Sep 1, 2016	Jun 30, 2017	On-Track
✚ Students will be required to complete one project based learning assignment each quarter. Tags: Climate and Culture, Leadership, Classroom rigor, Behavior supports, Discourse, Project based learning	Teachers	Sep 6, 2016	Jun 30, 2017	On-Track
✚ All staff will receive professional development on the incorporation of the SEL Standards and School Climate standards. Tags: Climate and Culture, Leadership, Classroom rigor, Behavior supports, Discourse, MTSS, Professional Learning, Behavior and Safety, SEL, Behavior supports	Administrators Community Partners	Aug 5, 2016	Jun 30, 2017	On-Track
✚ We will implement a school wide, as well as, tiered incentive system to reward students for exhibiting positive behaviors in the school environment, improving attendance rates, and maintaining passing grades. Tags: Climate and Culture, Leadership, Classroom rigor, Behavior supports, Discourse, MTSS, Attendance, ILT	Administration Teachers	Sep 6, 2016	Jun 30, 2017	On-Track
✚ We will host an expectations assembly for students and parents to communicate our school mission and vision, and communicate school wide expectations for ALL students. Tags: Climate and Culture, Leadership, Classroom rigor, Behavior supports, Discourse, Family and Community Engagement, Leadership	Administration	Sep 9, 2016	Sep 9, 2016	Completed
✚ Teachers will share an instructional practice with parents at our scheduled PAC and NCLB meetings. Tags: Climate and Culture, Leadership, Classroom rigor, Behavior supports, Discourse, Family and Community Engagement	Teachers Administrators	Oct 12, 2016	Jun 30, 2017	On-Track
✚ Examine school wide achievement data to identify areas of strength and weaknesses. Tags: Core Instruction, Instruction, Curriculum, Professional development, Common core, On track, Classroom rigor, Academic expectations, Data analysis, College Access and Persistence, Academic gain, On track, Content, Data analysis	Administration ILT	Aug 30, 2016	Jun 30, 2017	On-Track
✚ Survey teachers to identify their individual professional development needs Tags: Core Instruction, Instruction, Curriculum, Professional development, Common core, On track, Classroom rigor, Academic expectations, Data analysis, Cycles of professional learning, Feedback, Culture of learning	Administration	Aug 29, 2016	Aug 29, 2016	Behind
✚ Schedule Professional Development to target school wide areas of weakness, build teacher capacity, and improve teacher practice. Tags: Core Instruction, Instruction, Curriculum, Professional development, Common core, On track, Classroom rigor, Academic expectations, Data analysis, Core Instruction, Differentiated instruction, Depth of knowledge, Culture of learning, Academic expectations, Goalsetting	Administration ITL	Aug 29, 2016	Sep 2, 2016	On-Track
✚ Develop a schedule to monitor implementation of professional learning in the classroom environment. Tags: Core Instruction, Instruction, Curriculum, Professional development, Common core, On track, Classroom rigor, Academic expectations, Data analysis, Leadership, Grade level meetings, Lesson planning, Accountability	Administration	Jul 8, 2016	Aug 5, 2016	Behind
✚ Examine teacher practices and student work bi-monthly at scheduled teacher led meetings during common planning time. Tags: Core Instruction, Instruction, Curriculum, Professional development, Common core, On track, Classroom rigor, Academic expectations, Data analysis, Climate and Culture, Classroom rigor, Assessment design	Administration Classroom Teachers	Sep 9, 2016	Jun 16, 2017	On-Track
✚ Administration attendance at all scheduled Network 5 Professional Development for teacher leaders. Tags: Core Instruction, Instruction, Curriculum, Professional development, Common core, On track, Classroom rigor, Academic expectations, Data analysis, Leadership, Accountability	Administration	Sep 5, 2016	Jun 16, 2017	Behind
✚ Provide opportunities for teachers to share professional learning with their colleagues. Tags: Core Instruction, Instruction, Curriculum, Professional development, Common core, On track, Classroom rigor, Academic expectations, Data analysis, Climate and Culture, Grade level meetings, Coaching	Administration Teachers	Aug 29, 2016	Jun 16, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
✚ Evaluate the impact of professional learning on instruction and student achievement. Tags: Core Instruction, Instruction, Curriculum, Professional development, Common core, On track, Classroom rigor, Academic expectations, Data analysis, Assessment, College Access and Persistence, Data Use, Differentatied instruction, Data analysis	Administration ILT	Oct 7, 2016	Jun 16, 2017	On-Track
✚ Communicate school wide instructional focus to staff and parents. Tags: Core Instruction, Instruction, Curriculum, Professional development, Common core, On track, Classroom rigor, Academic expectations, Data analysis, Community, Culture of learning, Parent partnerships	Administration	Sep 5, 2016	Jun 16, 2017	Behind
✚ We will meet with classroom teachers to review current student achievement data to target specific instructional goals for students at the beginning of the year. Tags: Leadership, Reach, Planning, Goalsetting, Coaching, Academic expectations, Goalsetting, Accountability, Instructional planning, Data analysis	Administration Teachers	Aug 31, 2016	Aug 31, 2016	Completed
✚ We will develop a monitoring schedule to observe teacher practice consistently, and provide immediate feedback with identified areas of strength and areas of improvement bases on the REACH framework, along with a time frame for completion of action items. Tags: Leadership, Reach, Planning, Goalsetting, Coaching, Core Instruction, Common core, Communication, Accountability, Best practice	Administration	Sep 6, 2016	Jun 16, 2017	Behind
✚ Teachers will submit Unit Plans every 5 weeks and submit weekly lesson plans that outline how they will differentiate instruction for their students based on student achievement data and goal setting. Tags: Leadership, Reach, Planning, Goalsetting, Coaching, Literacy/Reading, Math, Diverse Learners, Differentatied instruction, Balanced literacy, Lesson planning, Student engagement, Content, Instructional planning, Student learning, Instructional strategy	Administration Teachers	Sep 6, 2016	Jun 16, 2017	On-Track
✚ Teachers will hold test talks with students every 5 weeks to review on-track data and student progress towards reaching identified achievement goals. Tags: Leadership, Reach, Planning, Goalsetting, Coaching, Attendance, Grading, Academic expectations, Behavior	Teachers	Oct 7, 2016	Jun 16, 2017	Behind
✚ Teachers will meet with grade level and department teams bi-monthly to examine instructional practices, student work, and to modify instructional practices based on student progress. Tags: Leadership, Reach, Planning, Goalsetting, Coaching, Instructional Coaching, Teacher Teams/Collaboration, Instructional practices, Planning, Progress monitoring, Grade level meetings, Teacher-teacher trust & support	Teachers	Oct 4, 2016	Jun 16, 2017	On-Track
✚ We will schedule monthly meetings with key school stakeholders (ILT, MTSS) to examine school wide data and implement needed student supports. Tags: Leadership, Reach, Planning, Goalsetting, Coaching, Attendance, SEL, Academic expectations, Shared leadership, Behavior supports, Academic supports	Administration ILT MTSS	Sep 2, 2016	Jun 16, 2017	On-Track
✚ Tags: Leadership, Reach, Planning, Goalsetting, Coaching, Academic interventions				Behind
✚ Hire additional personnel (Reduced Class Size Teacher/Intervention Teacher) to implement reading, math, and technology strategies to provide Tiered Supports for students not meeting learning targets. Tags: Leadership, Reach, Planning, Goalsetting, Coaching	Administration	Oct 31, 2016	Jun 21, 2017	Completed

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 approced plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of thes tudents 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 suppland 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.

> Cather School uses a variety of activities to engage parents. NCLB meetings are held throughout the year to review and revise the NCLB parent involvement plan which is put in place in the beginning of the school year. Various workshops and trainings are planned where parents can share ideas about school improvement. These endeavors will support the transition of new families into our collective school community.

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

> Annual NCLB are held in the beginning of the school year for transitioning and existing families to review the status of our school, give an overview of NCLB requirements, policies, and procedures, and to inform parents of their right to be involved. At that time, the PAC is organized and meeting dates/times are agreed upon. Various workshops and trainings are planned. Information encouraging parents to attend is sent home on an ongoing basis via flyers, newsletters, and various written communication. The Annual Meeting was held on September 28, 2016 at 9:00AM. The Organizational Meeting was held on October 19, 2016 at 9:00AM.

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.

> Workshops are held for parents to learn literacy strategies. Technology classes will be offered to enable parents to better assist their students in their academic performance as well as various parenting classes/workshops, including Teacher/Parent Academic Coaching Sessions related to the new CCSS.

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.

> Regular parent meetings/workshops are planned and scheduled during initial PAC meeting. (All meetings are held on the second Wednesday of the month).

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.

Cather School will provide all parents with relevant information about the school via school report card, parent handbooks, and student performance records (i.e. progress reports/report cards).

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.

Letters are distributed to all students who are taught at least four weeks by teachers who are deemed "Not Highly Qualified" via Central Office through the school.

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 school offers a range of learning activities to assist parents in understanding state academic content standards. Among them are: instructional based workshops, open house activities, parent orientation assembly, and Literacy and Math Night, and various other activities.

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.

Workshops are held for parents to learn literacy strategies. Technology classes will be offered to enable parents to better assist their students in their academic performance as well as various parenting classes/workshops, including Teacher/Parent Academic Coaching Sessions related to the new CCSS.

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.

The principal facilitates teachers reaching out to parents by offering staff development and planning around parent involvement; and encouraging teachers to provide activities and invite parents to be active participants.

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.

Cather's pre-school program staff collaborates and plans activities with the primary team teachers to provide program coherence and to facilitate a smooth transition for pre-school students to the Kindergarten program.

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.

All written forms of communication are distributed in English, as 100% of Cather families utilize English as their primary language.

Policy Implementation Activities

☑ 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.)

Cather's vision is that all students will take active roles in obtaining academic success in a nuturing environment where literacy provides the educational foundation and literature/writing is the common thread for all teaching and learning. A strong academic press will challenge students to reach their academic potential and prepare them to take their places as productive citizens in a highly technological, multicultural society. To accomplish this vision, Cather commits to the collaborative involvement of all stakeholders in providing high-quality instruction, ongoing staff development, technology infusion, and safe & nurturing learning environments.

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 may be scheduled and agreed upon between the parent and teacher between 7:15 - 7:45, during the teachers' preparation time, or after school. Conferences will be conducted school-wide on scheduled CPS Report Card Pick-up days.

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

> Student progress reports will be sent home every five weeks after the beginning of a new quarterly marking period. Report cards will be picked up by parents after the 1st and 3rd marking periods. Report cards will be sent home with the students after the 2nd and 4th marking periods.

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

> Parent-teacher conferences may be scheduled and agreed upon between the parent and teacher between 7:15 - 7:45, during the teachers' preparation time, or after school. Parent may also consult with teacher by phone/email during non-instructional time.

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.

> Parents may volunteer to assist teachers during or outside of classes if agreed upon by the principal and proper procedures are in place. Parents may also volunteer to attend field trips, assist with after school social activities, and other school related projects throughout the school year.

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

> Parents monitor their children's homework assignments, attend workshops geared to teach the same strategies that their children are learning, and attend performances and activities held for their children to showcase their work.

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

> All parents are invited and encouraged to participate in the CIWP process, as well as to attend LSC, NCLB, and other meetings to let their voices by heard.

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).

> All students will strive toward excellence in their scholastic performance, school attendance and behavior by coming to school on time, daily and being well prepared. They will be informed of their current progress, and of what is needed to reach achievement goals. They will sign contracts of commitment to take responsibility for their own learning.

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.

> Support a variety of learning activities at home. Coordinate community agencies and businesses to provide service and support to students, families, and the school. Assist families in understanding child development. Assist school in understanding families. Provide a range of organizations and opportunities for parents to participate actively in school decisions and governance.

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.	$ 500 .00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 695 .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)	$ 1165 .00

| 54505 | **Admission and Registration Fees, Subscriptions and memberships**
For Parents use only. | $ | 300 | .00 |

| 54205 | **Travel**
Buses for Parents use. Overnight Conference travel- schoolsmust follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed. | $ | Amount | .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. | $ | Amount | .00 |

| 53510 | **Postage**
Must be used for parent involvement programs only. | $ | 123 | .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 by used only by parents. | $ | Amount | .00 |