George W Curtis Elementary School / Plan summary

2018-2020 plan summary

Team

Name	Role	Email	Access
Laquita Louie	Principal	LMHardy@cps.edu	Has access
Julia Otter Singler	Assistant Principal	JKOtter@cps.edu	Has access
Lauren Mulcahy	Instructional Coach	lmulcahy1@cps.edu	Has access
Herald Watson	Teacher	hmwatson@cps.edu	Has access
Hunter Adrian	Teacher	amhunter3@cps.edu	Has access
Woodis Alexandria	DL Teacher	agwoodis@cps.edu	Has access
Ortlip Allison	Teacher	alortlip@cps.edu	Has access
Bradley Lameshia	Clerk	lbradley2@cps.edu	Has access
Swanson Inez	PAC Chair	curtisstep@yahoo.com	No Access

Team meetings

Date	Participants	Topic
04/13/2018	Louie, Singler, Watson, Hunter, Ortlip, Woodis, Swanson	Introduction, Framework
04/18/2018	Louie, Singler, Mulcahy, Watson, Hunter, Ortlip, Woodis, Bradley	Framework and Framework Priorities

04/23/2018	Louie, Singler, Mulcahy, Hunter, Ortlip, Bradley	Framework Priorities and Goals
04/26/2018	Louie, Singler, Mulcahy, Watson, Hunter, Ortlip, Woodis, Swanson	Strategies, Fund Compliance, Parent Plan

School Excellence Framework

Culture of & Structure for Continuous Improvement   4 of 4 complete

Leadership & Collective Responsibility:

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.

Score

1   2   **3**   4

> Teachers leading clusters and ILT teams and other school wide improvement teams. Strategic planning process with MTSS committee and liaison for students. Clusters norming and implementation with instructional priorities and learning goals. Staff members attending professional learning committees, professional development and job training. Consistent alignment with goals for instruction and implementation of instructional strategies within classrooms. Consistently reviewing our mission and vision Cougar Creed daily with students and staff. All feedback given to staff are derived from CPS framework.

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.
  - Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.
- **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 Curtis Instructional Leadership Team sets out to develop the knowledge and capacity of teachers as instructional leaders through the teaching and learning cycle in order to create an environment that ensures academic success and opportunity for all of our students.

Create strong structures
-regular ILT meetings with clear, thoughtful agendas
-securing the space/time within ILT meetings for Cluster agenda development (to provide initial support)
-Weekly check-ins to provide coaching for leadership development, review Cluster exit survey data, and provide support in planning for next Cluster

Distribute leadership, ownership, & voice
-ILT members share in creating ILT mission and goals (Summer "Retreat")
-ILT members lead Cluster (not just facilitate, but plan, reflect on, and "own" Cluster meetings with the support of a coach)
-Create ongoing structures for feedback (exit surveys, Effectiveness survey & follow-up data analysis/discussion of trends) to solicit opinions and incorporate voice.

Develop Leadership Capacity & a Reflective, Trusting Team
-Art of Coaching Team as tool for reflection on our own leadership strengths/areas for growth
-Develop shared mission, norm on our purpose and how we will operate
-Differentiated support in weekly check-ins
-Appreciations, celebrations. Creating positive team culture

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
MTSS Framework	Shared Leadership, Evaluation of MTSS
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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Instructional Leadership Team Planning Tools ✓ PLC and Mentoring Coaching Resources	

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

> School schedule of 5 days for common grade level preparation time. Professional development for usage of student academic data and social emotional training. Provided differentiated development of staff members based on department. Clusters built in conducting peer observations and coaching. Teachers have opportunities to give feedback and suggestions on implementation. Support systems for teachers new to school on protocols and procedures (provide ongoing induction for teachers new to Curtis). There are opportunities for growth around professional growth around cultural linguistic needs of students and differentiated PL (after school pd).

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
  - Use data to identify performance and practice gaps to inform PL plan.
  - Use research about best practices to identify potential learning and subject matter experts to support.
  - Solicit feedback from staff to inform selection of PL opportunities.
  - Provide PL relevant to the cultural and linguistic needs of students.
  - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
  - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
  - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
  - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
  - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
  - Teachers provide and accept collegial support and feedback to/from colleagues.
  - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
  - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
  - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
  - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
  - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
  - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ 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
MTSS Framework	Shared Leadership, Curriculum & Instruction
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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

✓ Teaching the Teachers
✓ Making Better Use of Research
✓ Upcoming Professional Learning Opportunities
✓ Framework for Teaching PD Modules

Aligned Resources:

Resources (e.g. time, budget, staff, and community resources) are aligned to school priorities. Improving achievement guides resource allocation. Making the most of student time and staffing is a priority. The school organizes resources school-wide through schedules and staffing plans that target additional time and individual attention to those students who need it most and to highest priority subject areas.

Score

1   2   **3**   4

Design a school day that is responsive to student needs.
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.

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
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagment
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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Aligning Resources with Priorities: Focusing on What Matters Most ✓ Instructional Supports ✓ Strategic Source Vendor List ✓ CPS Instructional Time Guidelines: Elementary School Overview ✓ CPS Instructional Time Guidelines: High School Overview ✓ CPS Instructional Block Guidance: K-2 Literacy ✓ CPS Instructional Block Toolkits: Math	

Expectations for depth & breadth of Student Learning 4 of 4 complete

Curriculum:

Score

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

1 2 **3** 4

> While students have made growth in math (SY17 EoY 86th percentile), our students attainment lags at 46th percentile for math. Growth in reading lagged at 50th percentile and attainment 32nd was in the percentile for ELA.
>
> MoY indicates that we are not adequately engaging our College Ready students.
>
> Curtis implements a rigorous curriculum adapted from Engage New York. In grades K-2, ELA teachers use Core Knowledge Language Arts and in grades 3-8, ELA teachers use Expeditionary Learning to drive their instruction. Math teachers in all grades use Eureka Math. These curriculum choices are research-based and deeply rooted in the Common Core State Standards. There are clear module pacing guides and curriculum maps built for each grade level based on the major standards of the grade. Teachers use the curriculum to guide their unit plans and adapt lesson pacing as necessary. The curriculum is cohesive across and within grade levels, building upon the standards and understanding from previous modules and grade level standards. Teachers use Second Step during morning meetings to incorporate social emotional learning into the curriculum, providing students with opportunities to grow academically and socially and emotionally.
>
> Focus on standards in ELA needs to be more of a priority/focus. This year in Cluster, there has been a focus on standards in math

Guide for Curriculum

-
  - **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 standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- **Integrate academic and social emotional learning.**
- **Connection to real world, authentic application of learning. For example,**
  - Provide opportunities for meaningful project-based learning.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
  - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
  - Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

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

Engage, Eureka, Amplify are all aligned to CCSS. Each lesson has exact standard correlations. Lessons are reinforced using IXL, study island. Differentiated IXL learning paths, center rotations are based on student needs and strengths. Other instructional materials used for interventions are Study Island, RAZ Kids, VMath, IXL, HeadSprout, CommonLit, ThinkCERCA. We have 1-1 technology in both Primary and Middle School buildings. Khan academy provides in-time-supports, on-screen coaching for Math instruction. Technology is integral to students learning experiences - Small group centers, Vmath, R180. Small groups based on student achievement, bi-weekly progress monitoring for students on RED in DIBELS. Supplemental resources are encouraged for each Listening & Learning Unit allowing all students to access the content (DL).

In summary, we have all of these instructional materials, but we don't have quantitative data to support or negate the need for each.

(Need addressed: progress monitoring for middle school)

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
MTSS Framework	Curriculum & Instruction
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	A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	✓ Universal Design for Learning Guidelines 2.0 ✓ UDL PD Modules ✓ CPS Integrated Library System (S.O.A.R.)

Rigorous Student Tasks:

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)

Score

1 **2** 3 4

> Daily teachers communicate to students about attendance and the correlation to college, career and academic success. Teachers make phone calls to missing students. However, could be done with more fidelity. ESP support personnel are partnered with grade level teams to address and assist in attendance. Looking at student interim, NWEA assessment data and Engage NY curriculum teacher development and implementation are planned to address the 3 shifts in math (focus, coherence and rigor. We have not provided opportunities for students to showcase or demonstrate work beyond teachers. Built within our scope and sequence/planning student work samples are a part of professional learning to best support student achievement. Teachers create environments where students make revisions, demonstrate responsibility for quality work. We need to work on allowing students to make revisions (grading), addressing critiques and helping peers. We need a system to more strategically support and address students' needs.

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). 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
MTSS Framework	Shared Leadership, Curriculum & 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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING
✓ Teaching for Robust Understanding in Mathematics (TRU Math) ✓ Math Practices: What to Look For Observation Tool ✓ Checking In: Do Classroom Assignments Reflect Today's Higher Standards? ✓ Student Work Protocol (EQuIP) ✓ Slice Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

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)

Score

1 **2** 3 4

Create opportunities for students to learn more about different talents and interests that can lead to career paths with after school programs like 21st Century. Attend High School and College visits annually to expose students to secondary and post-secondary school opportunities. Host High School representatives in classrooms to speak about opportunities available at their specific schools. Hosted a high school fair for students to learn about different types of schools and programs offered at schools.

Areas for Growth: Could work on addressing more career opportunities for students based on their personal interests (job/career fairs, hosting mentors from different fields to speak about their career paths). Also could provide more programs and interventions around transition years (buddy system for moving from primary to middle school building. Hosting former students in high school to mentor or support 8th graders). Providing individualized support to our middle school students to help match them with the most appropriate, supportive high school placement. Begin having conversations with our intermediate students (grade 4) to discuss career options. Collect data around student interests to align career fair & other learning opportunities to those interests.

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, CTE recruitment fairs, 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 CTE Pathways around career options
  - 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.
  - Provide opportunities for Dual Credit/Dual Enrollment
- **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.
  - Equipping students and families with persistence strategies. (College Persistence Toolkit)
  - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

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
MTSS Framework	Curriculum & Instruction, Family & Community Engagement	
CPS Framework for Teaching	2b. Establishing a Culture for Learning	
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort	

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Everything College ✓ CPS Advisory Framework ✓ Preventing college plans from melting away ✓ To & Through Project ✓ Redefining College & Career Readiness ✓ College Scorecard	✓ CPS College Persistence Toolkit ✓ Meaningful Linkages Between Summer Programs, Schools, and Community ✓ From HS to the Future (CCSR, 2006)

CPS SCHOOL EXCELLENCE FRAMEWORK   17

Expectations for depth & breadth of Quality Teaching   3 of 3 complete

Instruction:

The teachers have finely honed instructional skills. They can shift from one approach to another as the situation demands by carefully monitoring the effect of their teaching on student learning. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They promote the emergence of self-directed learners.

Score

1   2   **3**   4

> All teachers have used assessment data to create flexible grouping to deliver small group instruction. Groups are monitored for progress and reassessed throughout the year.
> Whole school implements EngageNY curriculum that contains cognitively engaging tasks for students
> Scope and Sequence of curriculum created fro AUSL network at engageausl.businesscatalyst.com
> Cluster meetings specifically targeted developing teachers ability to create and ask high quality Text Dependent Questions through the study of the book Text-Dependent Questions
> Teachers participated in peer observations of small group instruction
> Members of ILT participated in peer observations.
> Administration does regular formal/informal observations to give feedback to staff on instruction.
> Leadership teams (ILT, SLT) needs to do more to support the growth of teachers to better differentiate and align instruction to meet needs of all of our learners (particularly our College Ready students).

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.

- Foster student ownership. Create opportunities for students to have voice and choice in instructional tasks.

Evidence, Measures, and Standards

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

> We implement NWEA assessment winter and spring of every year. School wide Anet summative interim assessment which is aligned to Common Core State Standards and address the 3 shifts in literacy and mathematics. The assessment is planned quarterly and aligned to grade level curriculum and standards. Teachers and staff have access to testing dates and scored material. However, the assessment itself is not available until the assessment date. We do not work within grade level or department teams to create common assessments. However, teachers create other formative assessments using Anet bank of assessment/standard questions. Due to new staff we may want o revisit usage of Anet bank of assessment questions. We need school wide progress monitoring tool for math k-8. Literacy progress monitoring tool is used for k-2 however nothing available for 3-8. Tier 1 teachers use Engage Ny curriculum with daily exit ticket data as formative assessment. Tier 2 teachers pull strategy small groups. However, this not done consistent enough. Tier 3 Vmath and Read 180 are used for students in need of intense support. We do not calibrate on scoring and grading in teacher teams. We are not implementing standards based grading systems or task. Teachers grade books are different across board. As a staff "on-track" data is communicated and shared. Bi-weekly communication is shared around teachers grade books and student on track data.

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 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.
  - 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

Multi-Tiered System of Supports:

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

SEL intervention programs such as "check-in" and "check-out" procedures, BAM, girls mentors, second step. "Off track" students are identified regularly, parents are informed/supports are offered. Progress monitoring all RED students with DIBELS bi-weekly. MTSS collaborates to discuss appropriate action plan for students not making adequate progress. Progress monitoring feature through DIBELs enables teachers to track student mastery and response to intervention. o After ample interventions and adequate data has been presented, MTSS team creates an action plan resulting in student referral, parental consent, and clinical evaluation to determine qualifications for Special Education services.

Areas for Growth: Communication and collaboration between MTSS team and teachers, particularly around pull-out interventions and teacher-created small group learning opportunities. Exists to some degree for discipline (BHT) but less so academically. Determine how MTSS could better be worked into Cluster to better progress monitor and use the data continuously to address needs of students.

Guide for Multi-Tiered System of Supports

- **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) 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

Culture for Learning:

Score

1   2   **3**   4

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.

All students recite the cougar creed daily, NWEA goal sheets, ceremony around hitting goals, incentives for hitting goals, constantly referencing students back to goals throughout the semester. Encourage daily and timely attendance through morning raffle, out of uniform passes, weekly & monthly attendance incentives, home visits, and whole-class incentives. Clearly display ROAR expectations throughout the school on posters, expectations are consistent throughout both buildings.Portion of teacher evaluation is communicating learning objectives, teachers reinforce by having students repeat them back to ensure understanding of goal. o Recognize high levels of student achievement – quarterly award ceremonies, NWEA award celebration EOY. Encourage sense of belonging displaying artifacts students can identify with (African American authors, artwork, pictures). Ongoing monitoring – sticker charts, progress monitoring, check in check out procedures.

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
MTSS Framework	Curriculum & Instruction
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (cps.edu/sel) ✓ ASCA Mindsets & Behaviors	

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

> SY17 5Essentials Data
> Teacher to Teacher Trust - high (79)
> Teacher to Leader Trust - low (31)
> Student to Teacher Trust - low (27)
> Teacher to Parent Trust - mid (41)
>
> Most staff members have a high level of relational trust amongst themselves, especially among grade levels. Teachers collaborate with each other when planning and support each other with discipline problems throughout any given day.
> Most staff members have some sort of relational trust with at least one member of the admin team
> Most interactions between staff and students are respectful, evident by the number of students who have no behavior SILS write ups.
> Students are treated as individuals, being rewarded and given consequences through classroom behavior systems and the school wide PBIS ClassDojo system for primary students and Kickboard for the Middle school students.
> All staff are invested in the lives of students outside of the classroom, this is evident in the amount of staff who particpate in after school activities, staff who come and support unpaid school events ie. Mom & Me Tea, Daddy/Daughter Dance, Saturday Football, Soccer, and Basketball Games.

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

Student Voice, Engagement, & Civic Life:

Students are interested and engaged in learning, invested in their school, and contributing to their community. The school provides early and ongoing exposure to a wide range of extracurricular activities and rigorous courses and programming.

Score

1 **2** 3 4

> The school-wide ELA curriculum (Engage NY) allows for much engagement around civics, politics, and general societal issues. The curriculum is taught with fidelity, exposing students to many different issues in nationwide and worldwide and teaching them how to discuss these issues. Also have a student council with members voted in by the student body. Several social-emotional practices that encourage older students to explore their identity (Second Step, 6to16). Morning meetings address relevant issues in short discussions.
>
> Could work on having a set plan/curriculum for social science particularly with politics and government and using it to address gaps in student civic engagement in the school and their community. Also need more character and identity building opportunities for primary students. More structure is needed for the student council in participating in decision making for the school (ie. what do they have input in/influence over, how do we communicate that with the student body. Can use more professional learnings around how to consistently integrate civic learning into instruction on a small to large scale. Explore CPS's SEL recommendations (i.e., Peer Jury) to provide students with additional opportunities for student voice and school and civic engagement.

Guide for Student Voice, Engagement, & Civic Life

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
  - **Become informed voters and participants in the electoral process**
    - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
    - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
    - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
  - **Engage in discussions about current and controversial issues**.
    - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
    - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.

- Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
  - **Explore their identities and beliefs**
    - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
    - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
    - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
  - **Exercise student voice**
    - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
    - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
    - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
    - Authentically **interact with civics leaders**
    - Students learn about community, city, state, and national civic leaders and their roles in civil society.
    - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.
  - **Engage with their community**
    - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause
  - **Take informed action** where they work together to propose and advocate for solutions.
    - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
    - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
  - Experience a **Schoolwide civics cultur**
    - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
    - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
    - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
    - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	• MVMS Student Survey completion rates and results • Artifacts from student-run organizations and events (including SVCs) • Meeting minutes/agendas that include student participation • Policies regarding student engagement in decision making • Service learning reports and/or reflections of SL projects • Unit and curriculum maps, rubrics, assessment artifacts • Evidence of student work • Democracy School recognition
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	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	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HST 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

SY17 5Essentials Data
Safety (21) - Students feel safe both in and around the school building, and while they travel to and from home.

Transitions and expectations for hallways are displayed on every floor in both buildings. Transitions are routines are consistent with every teacher/class at every grade level. Entry and dismissal procedures are safe orderly and managed consistent with little to no instructional time lost. School wide teachers provide students with opportunities to engage and contribute to classroom routines ie attendance, bathroom monitoring, collection and distribution of papers, line leaders, dojo helper, kick board helper. School wide social worker and counselor are available. Youth Guidance's Becoming a Man (BAM) program addresses impulsive, automatic responses that can lead to violence. BAM offers the middle school male students weekly group sessions during the school day and uses cognitive behavioral therapy to help youth slow down in high-stakes situations.

Areas for Growth: Restorative practices need to be more restorative, transparent, and consistent. Consistent presence in all hallways to support transitions (free up Curtis staff from recess/lunch and hire misc employees) and after school on school grounds. Increase safety before and after school to ensure student safety (horses blocking parking lot to monitor traffic, ESP presence after school to keep students moving towards home).
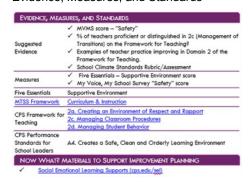

Guide for Safety & Order

- **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.
- **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.
- **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

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

At Curtis, behavioral expectations are taught and reinforced via character education lessons provided by members of the Behavioral Health Team, Peace Circles conducted by members of the Behavioral Health Team and the Dean of Students, restorative conversations facilitated by all staff, and via classroom instruction provided by the teaching staff. Data from our internal behavioral tracking system (google doc) is utilized to identify patterns of maladaptive behavior and is utilized to develop small group and individualized SEL interventions.

Peace Circle are utilized to address the causes of student conflict, repair breaches in student-student and student-staff relationships, and reinforce behavioral expectations.

Student behavior that is deemed disruptive to the learning process is addressed by briefly removing the student from the learning environment, redirecting the student via restorative conversation, and reintegrating the student into the learning environment once redirection and restoration, if needed, is completed.

The Behavioral Health Team was formulated for the purpose of providing SEL support to students and families, addressing maladaptive student behavior, reinforcing and celebrating adaptive student behavior, and selecting and developing appropriate SEL interventions.

Students are rewarded through a token economy for positive behavior.

Youth Guidance's Becoming a Man (BAM) program addresses impulsive, automatic responses that can lead to violence. BAM offers the middle school male students weekly group sessions during the school day and uses cognitive behavioral therapy to help youth slow down in high-stakes situations.

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.
  - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
  - Well-managed routines and transitions maximize instructional time.
  - 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 discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
  - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
  - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
  - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors.Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
  - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
  - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
  - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
  - Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

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
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING
✓ CPS Restorative Practice Guide & Toolkit
✓ Guideline for Effective Discipline

Parent and Family Partnership:

All schools have authentic partnerships with parents or family members that lead to a sense of shared responsibility for the academic, physical, and social emotional development of their students. Through meaningful consultation with parents, these partnerships include creating an intentional process to foster and sustain school-wide procedures, programs, and activities which involve and empower parents or family members and are responsive to student and family's needs. Schools provide a variety of parent volunteer opportunities (both in and out of school) and leadership opportunities (ie - PACs, BACs and PLNs), which support school operations, instructional programs and community partnerships. Research shows that when families, schools and communities partner in promoting learning and healthy development for all students schools thrive and student outcomes increase. The development and implementation of effective outreach and communication strategies will be inclusive of all families and school staff, creating a two-way feedback loop process which will lead to an increase in the home-school connection to identify, problem-solve and design actions which target instructional and student programs.

Score

1   2   **3**   4

PP Committee has dedicated a significant amount of time towards planning events to increase parental engagement; however, parent turn-out to events remains generally low; higher for craft nights (~40 parents), lower for parent workshops (<5 parents).

Current principal has hired several parents as misc employees and has increased the number of parent volunteers.

Over the past two years, the Parent Partnership Committee has worked to improve family involvement at Curtis. While there have been great strides made in some areas, we have fallen short in others. As it currently is, the committee provides formal opportunities, at least once a month, for parents and families to engage in events and activities at school. These events have included Open House, Literacy Night, Math Night, Quarterly Awards Assemblies, Craft Nights - Thanksgiving, Winter Holiday, Valentine's Day, Mom and Me Tea Party, and Town Hall Meetings. The academic events provided families with an opportunity to engage in their students' learning and share that connection at home. A few setbacks in the success of these events were lack of teacher commitment and engagement and low family turnout at the academic events.

This year, the committee piloted an Adult Learning Series, presenting on topics like computer literacy, accessing community resources, financial literacy, resume building, and interview skills. These offerings were based on a parent survey completed by parents during the 2017 Open House. While this series was based on parent requests and planned with timing constraints in mind, there was extremely low turnout at each event.

As a whole, Curtis shares attendance expectations and information regarding the importance of attendance on a regular basis. Parents signed an 'attendance' contract during Open House and were also urged to sign up for Parent Portal. These topics are also widely communicated during Parent-Teacher Conferences. Parents and families receive a monthly newsletter advertising important dates and events at school. The school uses the Remind system to connect with parents to send texts updates and reminders, especially regarding attendance. Curtis uses a facebook page to communicate with parents and families and to share information in a convenient way. The engagement on the page is limited, though.

When a student has excessive absences, there is a team that conducts home visits to find the root of the issue and support families in this way. Some staff members even provide student transportation so they can attend school.

Communication with families about class activities and student progress differs on a teacher by teacher basis. Some teachers send home weekly newsletters and communicate via phone daily. Parents receive grade updates through bi-weekly progress reports from the school.

Parents have access to a parent room in the primary building that provides computers and a space for parents to engage with one another. This space is under utilized and not highly publicized.

Curtis uses the standard CPS volunteer policy to vet parent and community volunteers. While this policy is a safety precaution, it often encumbers parents from volunteering in the classroom or attending field trips. Parents are sometimes discouraged to volunteer because of the lengthy, confusing process and often don't follow through with the steps because they require a background check and an online connection.

Guide for Parent and Family 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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 **2** 3 4 5 ⊘
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	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: Relational Trust	1 2 3 4 5 **⊘**
2	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 **⊘**
2	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 **5** ⊘
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	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: Instructional Leadership Team	1 2 **3** 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 **⊘**
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 **4** 5 ⊘
3	Expectations for depth & breadth of Quality Teaching: Instruction	**1** 2 3 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 **⊘**
3	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 **⊘**

Goals

Required metrics (Elementary)   18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
Continuous Improvement	99.00	50.00	50.00	60.00	70.00
National School Growth Percentile - Math					
Continuous Improvement	89.00	86.00	50.00	60.00	70.00
% of Students Meeting/Exceeding National Ave Growth Norms					
Continuous Improvement	68.40	57.50	60.00	65.00	70.00
African-American Growth Percentile - Reading					
Continuous Improvement	99.00	46.00	50.00	60.00	70.00
Hispanic Growth Percentile - Reading					
N/A	(Blank)	(Blank)	0.00	0.00	0.00
English Learner Growth Percentile - Reading					
N/A	(Blank)	(Blank)	0.00	0.00	0.00
Diverse Learner Growth Percentile - Reading					
Continuous Improvement	99.00	34.00	30.00	30.00	35.00
African-American Growth Percentile - Math					
Continuous Improvement	89.00	86.00	50.00	60.00	70.00
Hispanic Growth Percentile - Math					
N/A	(Blank)	(Blank)	0.00	0.00	0.00
English Learner Growth Percentile - Math					
N/A	(Blank)	(Blank)	0.00	0.00	0.00
Diverse Learner Growth Percentile - Math					
Continuous Improvement	42.00	77.00	40.00	40.00	45.00
National School Attainment Percentile - Reading (Grades 3-8)					
Continuous Improvement	39.00	28.00	30.00	35.00	40.00
National School Attainment Percentile - Math (Grades 3-8)					

| Continuous Improvement | 33.00 | 44.00 | 40.00 | 45.00 | 50.00 |

National School Attainment Percentile - Reading (Grade 2)

| Continuous Improvement | 21.00 | 50.00 | 25.00 | 25.00 | 35.00 |

National School Attainment Percentile - Math (Grade 2)

| Continuous Improvement
Anticipated drop in 2nd grade math attainment. Students were without a certified teacher until February 2018. New teacher is new to the Engage curriculum. | 21.00 | 61.00 | 60.00 | 60.00 | 65.00 |

% of Students Making Sufficient Annual Progress on ACCESS

| N/A | (Blank) | (Blank) | 0.00 | 0.00 | 0.00 |

Average Daily Attendance Rate

| Continuous Improvement | 94.90 | 94.70 | 96.00 | 96.00 | 97.00 |

My Voice, My School 5 Essentials Survey

| Well- Organized | (Blank) | (Blank) | (Blank) | (Blank) | (Blank) |

Custom metrics   0 of 0 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
Plan based on CCSS, use student data in collaboration with research based curriculum (engage) and provide differentiation (rigor/ability) during small group instruction If deliver common core aligned literacy and math instructions supported by high quality instructional materials (Engage NY) , and a Balance Literacy Block with MTSS embedded into literacy and math block, gather and analyze data, use data to plan and improve instruction and assessment practices.	Teachers implementing differentiated instructional opportunities for all students. Students taking initiative in all processes of discussions. Our students' performance will be continuously improved and sustained over time	All students showing growth and increasing in attainment; a rigorous instruction aligned to common core state standard to increase precentage of students meeting/exceeding our goals of attainment and growth targets on the SQRP

Tags:
Data driven instruction, Small group instruction, Rigorous instruction, Academic growth, Questioning & discussion

Area(s) of focus:
1

Action step	Responsible	Timeframe	Status
Teachers incorporate questions and activities that promote self-directed learners (dok)	Teachers/ILT	Sep 4, 2018 to Jun 14, 2019	Not started

Dok, Academic rigor, Questioning & discussion

| Use DOK to address complexity within lesson planning. | ILT members PLT members | Sep 3, 2018 to Jun 14, 2019 | Not started |

Dok, Academic rigor

| Use of Engage curriculum for both reading and math with fidelity . | Teachers | Sep 4, 2018 to Jun 14, 2019 | Not started |

Ccss, Fidelity, Curriculm alignment

| Assess, monitor, track the skills taught and mastered based on the student's individual learning plans as indicated NWEA learning continuum, ANET assessment, Module Assessments and exit tickets | Teachers Principal, AP and ILT | select | Not started |

Data tracking, Analysis of data, progress monitoring, rit instruction, small group instruction

Strategy 2

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

Incorporate assessments and analysis in a thoughtful, standards-based curriculum, manage as part of an integrated system managed as part of an integrated system of standards, curriculum, assessment, instruction, and teacher development.
 	
Organize curriculum and assessments around a well-defined set of learning progressions along multiple dimensions within subject areas. Use multiple measures of bi-weekly assessments, mid-module, end-of-module assessments, daily exit tickets, and ANet to inform instruction.
 	
Formative and interim/benchmark assessments and instructional supports are conceptualized in tandem with summative assessments—all of them linked to the standards.
	the monitoring of student learning and progress and be able to plan appropriate action steps for small groups and differentiated instruction
	    Use of a balanced system of assessment including diagnostic, formative, and summative to monitor learning and inform instruction
	
	    assessments aligned with the required
	    curriculum standards
	
	    Use common assessments to monitor
	    student progress, inform instruction, and improve teacher practices
	
	    Assessment analysis results used to provide feedback to students and to adjust instruction
	
	    Implementation of assessment practices
	    that provide an accurate indication of student progress on the required standards
		Explicit communication of subject based learning outcomes, targeted support for students and higher student mastery and attainment.

Tags:
Assessment, Grade system, Assessment policy

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status
By the end of summer 2018, create and assessment schedule which incorporates formative, summative, benchmark (district and network) assessments.	ILT	Jun 19, 2018 to Jul 13, 2018	Not started

Assessment schedules

| Create normed categories, weights and grading scale in Grade book. | Admin/ILT | Jul 23, 2018 to Jul 23, 2018 | Not started |

Gradebook, Grading practices, Grading scale

Create and implement expectations/ conditions for number of grades entered each week and for each quarter.	Admin/ILT	Jul 25, 2018 to Jul 25, 2018	Not started

Strategy 3

If we do...	...then we see...	...which leads to...
continue to develop the instructional and leadership capacity of ILT members to lead their teams' professional learning related to CIWP Priorities (Instruction, Balance Assessment and Grading, Professional Learning)	teachers' successful implementation of new learning from Clusters into their practice	improved teacher practice and ultimately, increased student achievement.

Tags:
ILT, Plc

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
Include ILT members in every level of planning so that plans are reflective of collective decision making, resulting in shared ownership.	Admin	select	On-Track

Instruction planning

ILT members will consistently plan, facilitate, and reflect on their content Cluster. ILT meetings will, in part, be used to support ILT members development of their leadership capacity in addition to instructional leadership.	ILT Members	Jul 1, 2018 to Jun 30, 2019	On-Track

Professional development

Cluster focus will be reserved exclusively for teacher learning and development as it relates to our instructional and CIWP priorities.	ILT/SLT	Jul 1, 2018 to Jun 30, 2019	On-Track

Professional development

Strategy 4

If we do...	...then we see...	...which leads to...
work together to create a school-wide consistent safety and order plan that holds all staff members accountable to the highest level of professionalism and makes expectations clear to students and staff from the start of the school year…. Explicitly teach, reteach and model clear behavior expectations and use positive strategies such as Second Step to redirect behavior and intervene early and deescalate inappropriate behavior.	Students upholding expectations daily ALL staff members holding students accountable to a high standard Stronger relationships, respect and trust between students and staff Maximized learning time and promote positive behavior. Create a nurturing participatory learning environment leading to a decrease in suspensions and misconducts.	Minimal classroom disruptions and establish MTSS for student's social, emotional, and behavioral needs which will foster positive classroom and school community environment. Students feeling safe at school; A school culture for learning; A united front between all staff members and students; Consistent role models (staff) displaying professionalism at all times

Tags:

Area(s) of focus:
5

Action step	Responsible	Timeframe	Status

Action step	Responsible	Timeframe	Status
provide proper behavior management training to all staff members prior to the school year beginning and ongoing coaching and support for all staff members	Dean Banks, Mulcahy, Instructional Coach	select	Not started
hire miscellaneous staff members to support lunch and recess	Louie	Jun 20, 2018 to Jul 1, 2018	On-Track
provide opportunities for restorative practices and proper implementation of a school-wide PBIS	Gooden, Carr & Dean Banks	Sep 4, 2018 to Jun 18, 2019	Not started
Host a professional development session with the staff to explain the purpose of Restorative Practices and provide tools for implementation and necessary structures for success.	PBIS/ BMT	Aug 28, 2018 to Aug 28, 2018	Not started

Sel, professional development, restorative practices

By the end of Q1 the PBIS/BMT team will administer a staff survey to assess implementation of Restorative Practices and address current support needs.	PBIS/ BMT	Nov 1, 2018 to Nov 2, 2018	Not started

SEL, Support, Survey, Restorative practices

Strategy 5

If we do...	...then we see...	...which leads to...
Create a professional learning community focused on creating learning opportunities to address the following questions: 1. What do we want each student to learn? 2. How will we know when each student has learned it? 3. How will we respond when a student experiences difficulty/success in learning?	Effective planning and implementation of instruction Teachers describing exactly what students will learn, how well they will learn it, and what they will do to demonstrate that learning Teachers using their knowledge of typical and not-so-typical student progress to scaffold increased student understanding; Established teacher look-fors to guide instructional decisions; and Translatation of success criteria into student look-fors that promote the development of assessment-capable students.	Increased student growth and attainment as evidence by the results of the NWEA EOY reading and math assessment.

Tags:
Professional learning, ilt, professional development, grade level meetings, collaborative teachers

Area(s) of focus:
4

Action step	Responsible	Timeframe	Status
Host a professional development session with the staff to explain the purpose of professional learning communities and the structures that are necessary for success.	ILT, Administration	Aug 29, 2018 to Aug 29, 2018	Not started

| Create a framework and PDP for the learning that will take place in the PLC by the end of summer 2018. | ILT, Administration | Jun 1, 2018 to Jul 31, 2018 | Not started |

Professional learning, ilt, collaborative teachers

| Unpack the CCSS by reviewing the concepts and skills necessary to master the standards, and determine how the standards are assessed by the end of Q1. | PLC, ILT | Sep 4, 2018 to Nov 1, 2018 | Not started |

Professional learning, common core, collaborative teachers

| By the end of week 2, teachers will implement lessons, noting successes and challenges, and collect evidence of student learning. | PLC, ILT | Sep 17, 2018 to Sep 17, 2018 | Not started |

Lesson planning, strategies, common core state standards, student data analysis

| By the end of Q1 the ILT will analyze student work by revisiting the standards being addressed and identifying student strengths and areas of need | ILT | Nov 2, 2018 to Nov 2, 2018 | Not started |

Common core state standards, strengths, student data analysis

Action Plan

Strategy 1

NOT STARTED

Teachers incorporate questions and activities that promote self-directed learners (dok)"

Sep 04, 2018 to Jun 14, 2019 - Teachers/ILT

Status history

May 12

NOT STARTED

May 12, 2018

Evidence

Lesson plan annotations, anchor charts, formal/informal observations, student work (ie google classroom discussions via stream), evidence of student readiness, evidence of student striving toward goal.

NOT STARTED   Use DOK to address complexity within lesson planning."

Sep 03, 2018 to Jun 14, 2019 - ILT members PLT members

Status history

May 12

NOT STARTED   May 12, 2018
Evidence
Lesson plan annotations, observations within classroom, task analysis, cluster discussion

NOT STARTED   Use of Engage curriculum for both reading and math with fidelity ."

Sep 04, 2018 to Jun 14, 2019 - Teachers

Status history

May 12

NOT STARTED   May 12, 2018
Evidence
Lesson plan annotations, observations within classroom, task analysis, cluster discussion

NOT STARTED

Assess, monitor, track the skills taught and mastered based on the student's individual learning plans as indicated NWEA learning continuum, ANET assessment, Module Assessments and exit tickets"

- Teachers Principal, AP and ILT

Status history

May 12

NOT STARTED   May 12, 2018
Evidence
Skills Navigator, ANET assessment ; formative (exit tickets), summative (ANET/ Module assessments) and student work.

Strategy 2

NOT STARTED

By the end of summer 2018, create and assessment schedule which incorporates formative, summative, benchmark (district and network) assessments."

Jun 19, 2018 to Jul 13, 2018 - ILT

Status history

May 12

NOT STARTED   May 12, 2018
Evidence
Assessment schedule, agendas/sign in sheets

NOT STARTED   Create normed categories, weights and grading scale in Grade book."

Jul 23, 2018 to Jul 23, 2018 - Admin/ILT

Status history

May 12

NOT STARTED   May 12, 2018
Evidence
Gradebooks are normed for each teacher.

NOT STARTED   Create and implement expectations/ conditions for number of grades entered each week and for each quarter."

Jul 25, 2018 to Jul 25, 2018 - Admin/ILT

Status history

NOT STARTED May 12, 2018
Evidence
Gradebooks are normed for each teacher.

Strategy 3

ON-TRACK

Include ILT members in every level of planning so that plans are reflective of collective decision making, resulting in shared ownership."

- Admin

Status history

May 12

ON-TRACK

May 12, 2018
Evidence
Increased ownership and effectiveness of Cluster facilitation, leadership growth evidenced by effective team rubric and adult learning plan analysis, improved instructional practices for all teachers via observations, more skilled, aligned annotations in LPs

ON-TRACK

ILT members will consistently plan, facilitate, and reflect on their content Cluster. ILT meetings will, in part, be used to support ILT members development of their leadership capacity in addition to instructional leadership."

Jul 01, 2018 to Jun 30, 2019 - ILT Members

Status history

May 12

ON-TRACK

May 12, 2018
Evidence
Increased ownership and effectiveness of Cluster facilitation, leadership growth evidenced by effective team rubric and adult learning plan analysis, improved instructional practices for all teachers via observations, more skilled, aligned annotations in LPs

ON-TRACK

Cluster focus will be reserved exclusively for teacher learning and development as it relates to our instructional and CIWP priorities."

Jul 01, 2018 to Jun 30, 2019 - ILT/SLT

Status history

May 12

ON-TRACK

May 12, 2018
Evidence
Increased ownership and effectiveness of Cluster facilitation, leadership growth evidenced by effective team rubric and adult learning plan analysis, improved instructional practices for all teachers via observations, more skilled, aligned annotations in LPs

Strategy 4

NOT STARTED

provide proper behavior management training to all staff members prior to the school year beginning and ongoing coaching and support for all staff members"

- Dean Banks, Mulcahy, Instructional Coach

Status history

May 12

NOT STARTED

May 12, 2018

Evidence

Evidence for status: unannounced observations and planned meetings between admin and coach members to discuss teacher and esp progress

ON-TRACK hire miscellaneous staff members to support lunch and recess"

Jun 20, 2018 to Jul 01, 2018 - Louie

Status history

May 12

ON-TRACK May 12, 2018
Evidence
Hired staff

NOT STARTED

provide opportunities for restorative practices and proper implementation of a school-wide PBIS"

Sep 04, 2018 to Jun 18, 2019 - Gooden, Carr & Dean Banks

Status history

May 12

NOT STARTED

May 12, 2018

Evidence

Clear system for hierarchy of consequences for student behavior, restorative practices follow consequences Grade band consistent system for behavior/hierarchy of consequence

NOT STARTED

Host a professional development session with the staff to explain the purpose of Restorative Practices and provide tools for implementation and necessary structures for success."

Aug 28, 2018 to Aug 28, 2018 - PBIS/ BMT

Status history

May 12

NOT STARTED May 12, 2018
Evidence
Agenda, Sign in sheet, PowerPoint

NOT STARTED

By the end of Q1 the PBIS/BMT team will administer a staff survey to assess implementation of Restorative Practices and address current support needs."

Nov 01, 2018 to Nov 02, 2018 - PBIS/ BMT

Status history

May 12

NOT STARTED May 12, 2018
Evidence
Survey/ Survey results

Strategy 5

NOT STARTED

Host a professional development session with the staff to explain the purpose of professional learning communities and the structures that are necessary for success."

Aug 29, 2018 to Aug 29, 2018 - ILT, Administration

Status history

May 12

NOT STARTED   May 12, 2018
                Evidence

NOT STARTED   Create a framework and PDP for the learning that will take place in the PLC by the end of summer 2018."

Jun 01, 2018 to Jul 31, 2018 - ILT, Administration

Status history

May 12

NOT STARTED   May 12, 2018
                Evidence
                Completed framework/ PDP

NOT STARTED

Unpack the CCSS by reviewing the concepts and skills necessary to master the standards, and determine how the standards are assessed by the end of Q1."

Sep 04, 2018 to Nov 01, 2018 - PLC, ILT

Status history

May 12

NOT STARTED   May 12, 2018
                Evidence
                Agenda, completed CCSS unpacked placemats, annotated lesson plans

NOT STARTED   By the end of week 2, teachers will implement lessons, noting successes and challenges, and collect evidence of student learning."

Sep 17, 2018 to Sep 17, 2018 - PLC, ILT

Status history

May 12

NOT STARTED   May 12, 2018
                Evidence
                Student work samples, instructional anecdotal notes

NOT STARTED

By the end of Q1 the ILT will analyze student work by revisiting the standards being addressed and identifying student strengths and areas of need"

Nov 02, 2018 to Nov 02, 2018 - ILT

Status history

May 12

May 12, 2018
Evidence
Work analysis protocol, item analysis, ANET item analysis

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.

ESSA Program

◉ ESSA 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.

○ ESSA 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

Every Student Succeeds Act (ESSA), 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 ESSA 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 and Family Plan

Parent and Family Engagement Policy   Complete

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

> Curtis parents will continue to have monthly PAC meetings and will encourage parent to attend collaborative bring the information back to our parents and community. The principal will hold the Annual Title 1 meeting on September. The Title 1 PAC will review & revise the current Parent Compact & Policy twice during the school year December & February.

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

Title I Annual Meeting was held on September 28, 2017 and the Title I PAC Organizational Meeting was held on October 18, 2017. The Title 1 PAC will host their PAC organization meeting on October 18, 2017. The Title 1 PAC will continue to host monthly PAC meetings to provide parents with needed information. If requested by parents, PAC will determine an alternate meeting date and time.

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

Curtis has an open door policy and welcomes comments and suggestions form all stakeholders. Parents are encouraged to ask questions or bring out concerns during PAC and LSC meetings. They are also welcome to express individual concerns as needed. Questions and/or concerns area addressed immediately or as soon as possible, depending on the situation. If a concern addresses a large population of the student body, notes, letters or the out-calling system will be used to address it.

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.

Teachers will review individual results during parent/teacher conferences. Finally individual result score sheets are to be distributed to every child as soon as the school gets them.

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.

Curtis must have 100% of their staff members to be highly qualified as defined in Title 1 final regulation. However, if there was case in which students are with a teacher that is not highly qualified during four consecutive weeks, then an official letter will be mailed to Curtis to the parents.

Schools will assist parents of participating ESSA 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.

With assistance from the school PAC will host parent training that will provide parents with tool to understand the school, district and state standard and assessments, and the requirements of Title 1 Part A: How to monitor their child progress: and how to work with educators.

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

Curtis will educate all students including students with disabilities to succeed in a changing world by providing a comprehensive reading, math and science curriculum that will integrate Technology throughout the curriculum. Moreover, Curtis will provide a safe and nurturing learning environment that attends to the needs of every child. Through rigorous, innovation and dynamic instruction, we will promote the value of learning emphasizing creativity, character, and social development. With strong collaboration and community involvement, we will empower our students to be successful in high school, college and beyond, having a lasting and positive impact on the world we live in.

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

The importance of parental involvement will be expressed in the PD for teachers. Teachers will adopt techniques to help build partnerships and communicate effectively with parents. Communication tools will consist of backpack mailing notes, conferences, email, phone calls, and/or parent portal. Over the past two years, the Parent Partnership Committee has worked to improve family involvement at Curtis. While there have been great strides made in some areas, we have fallen short in others. As it currently is, the committee provides formal opportunities, at least once a month, for parents and families to engage in events and activities at school. These events have included Open House, Literacy Night, Math Night, Quarterly Awards Assemblies, Craft Nights - Thanksgiving, Winter Holiday, Valentine's Day, Mom and Me Tea Party, and Town Hall Meetings. The academic events provided families with an opportunity to engage in their students' learning and share that connection at home. A few setbacks in the success of these events were lack of teacher commitment and engagement and low family turnout at the academic events.
This year, the committee piloted an Adult Learning Series, presenting on topics like computer literacy, accessing community resources, financial literacy, resume building, and interview skills. These offerings were based on a parent survey completed by parents during Open House. This series was based on parent requests and planned with timing constraints in mind.

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

Curtis PAC parents will encourage all the parents of the program to attend the meetings and workshops.

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

All letters, meeting announcements, memos and any other information that is sent home will be sent out in both English and Spanish. The messages sent through the out-calling system are also in both English and Spanish.

Policy Implementation Activities

☑ The LSC will approve the school improvement plan and monitor the CIWP.

☑

In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.

☑

The school will coordinate the parent and family engagement programs identified in the CIWP.

☑

The school will evaluate the Parent and Family Engagement 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

School-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.)

Curtis will educate all students including students with disabilities to succeed in a changing world by providing a comprehensive reading, math and science curriculum that will integrate Technology throughout the curriculum. Moreover, Curtis will provide a safe and nurturing learning environment that attends to the needs of every child. Through rigorous, innovation and dynamic instruction, we will promote the value of learning emphasizing creativity, character, and social development. With strong collaboration and community involvement, we will empower our students to be successful in high school, college and beyond, having a lasting and positive impact on the world we live in.

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 will be held during report card pick up days (Nov. 14, 2018 & April 10, 2019). Flyers will be sent home and announcements will be made during parent meetings to remind them about parent teacher conferences. Additional parent teacher conferences will be scheduled depending on individual needs. Parents will be notified by robo call, backpack notices, and via text message (Remind.com) about all parent teacher conferences.

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

The teachers will provide progress reports every five weeks and report cards every ten weeks. Students in grades 3-8 receive progress reports bi-weekly. The teachers will input information on student attendance, academic progress and assignments on the parent portal weekly. The parents will use the parent portal to monitor their child's academic progress, homework assignment for completion and accuracy. The parents will make sure their children attend school regularly and on time daily. The parent will attend all conferences concerning their child's academic progress, attendance.

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

Parents and staff can schedule individual parent conferences as needed. These conferences are held during non-instructional time (before the regular school hours) or after school (with teacher agreement) or during teacher preparation period. Unless it is urgent a 24-hour notice will be required. Meeting will take place in the classroom or the administrator's office.

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

In order to increase the number of opportunities for parents to volunteer at Curtis SoE, there will be 2 tracks of parents one bing scheduled consistent volunteer opportunities and the second allowing parents to drop by and assist with events or special projects. We have a designated volunteer coordinator who will walk parents through the process of submitting their volunteer application with CPS.

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

The parents will use the parent portal to monitor their child's academic progress, homework assignment for completion and accuracy. The parents will make sure their children attend school regularly and on time daily. The parent will attend all conferences concerning their child's academic progress, attendance. Parents will also observe their child classroom activities.

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

> The Parents will participate individual conferences with their child teacher for regularly scheduled progress report and report card pick-up or as needed. The parents will be asked to participate on the CIWP team. Parents will serve as members of the Title 1 PAC and LSC as valued stakeholders as in making educational decisions as related to children.

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).

> Curtis students will come to school prepared & ready to work. Curtis students will show respect to themselves & others. Will complete their homework and promote positive behavior while at the school & school activities.

Parent Budget   Complete

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

> To increase parent involvement through targeted programming which will lead to NWEA MAP growth in Reading and Math in the 99th percentile and increase Reading and Math attainment to the 50th percentile.

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement 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.	$ 786	.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.	$ 1489	.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)	$ Amount	.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ 1500	.00
54205 Travel	Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$ 1361	.00
54565 Reimbursements	Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$ 1117	.00

<p>53510</p>Postage

Must be used for parent and family engagement programs only.

$ Amount .00

53306 **Software**

Must be educational and for parent use only.

$ Amount .00

55005 **Furniture and Equipment**

Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.

$ Amount .00