



John Foster Dulles Elementary School / Plan summary

## 2018-2020 plan summary

### Team

Name	Role	Email	Access
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### Team meetings

Date	Participants	Topic
02/22/2018	ALL	SEF
School Excellence Framework		
Culture of & Structure for Continuous Improvement		
4 of 4 complete		

#### Leadership & Collective Responsibility:

Score

Leadership & Collective Responsibility is characterized by an unwavering commitment to fulfilling a shared vision of success. There is a clear focus and high expectations for staff and students, motivating the entire school community to continue striving for success for every student.

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##### School Mission:

To work as a team of students, staff, families, and community members to:

- Increase academic performance yearly
- develop high achieving scholars with limitless opportunities
- promote positive character traits that lead to meaningful contributions to the community
- become citizens who value education as a lifelong process. As a team, we can achieve more!

##### \*Tiger Pledge

\*on the school website

\*during assemblies & family engagement nights.

\*instructional priorities included on all agendas

\*weekly staff bulletins are shared with stakeholders

\*Schools mission and vision is posted in every classroom throughout the building.

\* Relationships between school's vision and initiatives as well as instructional priorities are referenced in decision making as evident by agendas, bulletins, website, and brochures. School-wide focus on purposing the work, communicating the purpose.

\*Strategic goals reviewed at the start of the year; and referenced as a school-wide decision are made (ILT, Climate & Culture and Cluster meetings)

#### 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	<ul style="list-style-type: none"> <li>✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials)</li> <li>✓ Five Essentials – Program Coherence</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<a href="#">4d. Growing and Developing Professionally</a> <a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

### Instructional Leadership Team:

Score

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

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Our ILT is comprised of a teacher leader from each grade cluster, as well as a diverse learning teacher, counselor and support staff member. The experience of the staff members ranges from a second-year teacher to a 20+ year teacher. We meet twice a month and follow a ILT calendar (with agenda) that was created as a group at the beginning of the year. Our focus this year was our instructional priorities and culture and climate. Members of the ILT assist with planning and facilitating cluster meetings, after-school professional development with their colleagues, and school-wide instructional events relating to our priorities. The members of the ILT also attend professional development for our network and are responsible for bringing back that learning to their team members.

The ILT meets consistently on a biweekly basis to assess the needs of the school's instructional priorities. During these collaborative sessions, we work to analyze our data sets i.e NWEA, -net, Dlbels/TRC, Attendance, PBIS, and on track data. The ILT also designs protocols to address classroom learning walks, curricular deep dives and the coherence of instruction. All ILT meeting agendas artifacts and resources are captured on the Dulles Team tigers drive for all staff to access. The work of the ILT is communicated to Dulles stakeholders via the staff bulletin that posted in the main office for public accessibility.

### Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
  - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
  - Relentlessly ask, "Is it working?" about every program, initiative, and strategy in the school.
  - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
  - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "If not, why not?"
- **Share leadership for improving teaching and learning with representative school members.**
  - Organize the team around a common understanding of team's purpose and instructional priorities.
  - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
  - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
  - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
  - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
  - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
  - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
  - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
  - Meet regularly (2-4 times per month).
  - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
  - All team members have equity of voice and are actively engaged in asking questions.
  - Celebrate small wins and improvements.
  - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

### Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ ILT Effectiveness Rubric Score</li> <li>✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes)</li> <li>✓ Evidence that work of ILT has contributed to positive outcomes for students and staff</li> <li>✓ Teacher team agendas/minutes reflective of ILT focus</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials: Instructional Leadership</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
MTSS Framework	<a href="#">Shared Leadership, Evaluation of MTSS</a>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">4a. Reflecting on Teaching &amp; Learning</a></li> <li><a href="#">4d. Growing and Developing Professionally</a></li> <li><a href="#">4e. Demonstrating Professionalism</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>A1. Assesses the Current State of School Performance and Develops a CIWP</li> <li>A2. Implements Data Driven Decision Making and Data Driven Instruction</li> </ul>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Instructional Leadership Team Planning Tools</a></li> <li>✓ <a href="#">PLC and Mentoring Coaching Resources</a></li> </ul>

**Professional Learning:**

Score

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

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All Professional developments

- \* aligned to the instructional priorities established by Dulles faculty at the beginning of the year.
- \* aligned to the areas of focus: Small group instruction After school programming Implementation of academic software such as stride, I-read, Fast math, Dibels, and blue streak.
- \*Classroom management
- \* SEL training
- \* Curricular resources Expeditionary learning, Eureka math, and CKLA
- Teacher professional development:
  - \*Achievement NENetwork (ongoing-Anet training for grades 3rd-8th-grade teachers)
  - \*Amplify (ongoing-TRC/Dibels training for primary teachers)
  - \*Mosaic (ongoing-centered around improving culture and climate)

**Guide for Professional Learning**

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

**Evidence, Measures, and Standards**

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda?</li> <li>✓ PD agendas, PD feedback surveys</li> <li>✓ Teacher practice improving on the Framework for Teaching (e.g. Basic&gt;Proficient, Proficient&gt;Distinguished)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ Five Essentials: Collaborative Teachers</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">4a. Reflecting on Teaching &amp; Learning</a></li> <li><a href="#">4d. Growing and Developing Professionally</a></li> <li><a href="#">4e. Demonstrating Professionalism</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>82. Observes and Evaluates Staff and Gives Feedback to Staff</li> <li>86. Professional Development Provided for Staff</li> </ul>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Teaching the Teachers</a></li> <li>✓ <a href="#">Making Better Use of Research</a></li> <li>✓ <a href="#">Upcoming Professional Learning Opportunities</a></li> <li>✓ <a href="#">Framework for Teaching PD Modules</a></li> </ul>

### 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

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#### Schedules

- \* students are departmentalized down to first grade and have access to some highly qualified teachers
- \*Common preparation times exist for collaborative teacher planning, weekly cluster meetings
- \*Diverse learning schedules are designed to accommodate student needs (inclusion, pull-out, self-contained)
- \* Schedule is responsive to student needs-maximized instructional time, maximized academic engagement time, small group instructional time including (push in or pull out services from reading interventionist and city year core team members.

#### Budget

- \*Budget is shared with the PAC, and ILT to determine priorities (ie.e after-school programming and reading/math interventionist)
- \*Ordering supplies-Determined by teachers need, wish lists

#### Community Partners:

Chicago Cares  
 Kappa Guide Right  
 Wings  
 Earthheart  
 Sunshine Church  
 Parkway Church  
 Future ties  
 AKA's  
 related/Parkway gardens  
 Chicago City Life church  
 Chicago Park District  
 Safe passage

#### Candidate interview Protocols:

Members of staff are encouraged to recommend candidates who share Dulles Vision  
 Members of staff involved in the interview process

### 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	
	<ul style="list-style-type: none"> <li>✓ Schedules</li> <li>✓ Teacher retention rates</li> <li>✓ Staff exit interviews/surveys (data on reasons for leaving school or district)</li> </ul>
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Candidate interview protocol documents</li> <li>✓ List of community-based organizations that partner with the school and description of services</li> <li>✓ Evidence of effectiveness of the services that community-based organizations provide</li> <li>✓ Budget analysis and CIWP</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4e. Demonstrating Professionalism</a>
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	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Aligning Resources with Priorities: Focusing on What Matters Most</a></li> <li>✓ <a href="#">Instructional Supports</a></li> <li>✓ <a href="#">Strategic Source Vendor List</a></li> <li>✓ <a href="#">CPS Instructional Time Guidelines: Elementary School Overview</a></li> <li>✓ <a href="#">CPS Instructional Time Guidelines: High School Overview</a></li> <li>✓ <a href="#">CPS Instructional Block Guidance: K-2 Literacy</a></li> <li>✓ <a href="#">CPS Instructional Block Toolkits: Math</a></li> </ul>

## 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.

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There is a Schedule of Assessed Standards (SAS) to ensure that teachers are on-track for quarterly objectives that are aligned to the CCSS. The EngageAUSL website which houses the pacing guides and curriculum maps creates a yearly scope and sequence of lesson aligned to the SAS objectives. The quarterly unit planning based off of EngageNY curriculum that incorporates multiple subjects simultaneously (Math, Science, Social Science and Literacy standards) allows a deep dive into the curricular resources. Bi-Weekly school-wide Assessments are aligned to EngageNY lesson. And quarterly ANET Assessments with data-deep dives and Teaching and Learning Cycle implementation assess the learning that has taken place each quarter. The 1) EngageNY lesson studies and peer observations via video during cluster meetings, 2) daily formative assessments in the form of Exit Tickets guide upcoming pacing or adaptive teaching.

Math instruction focused on the Major Works of each grade, diverse learners use the EngageNY curriculum and are assessed with MAP, ANET, and PARCC using their accommodations.

EngageNY curriculum (CKLA Skills Strand and Mathematics) have been used consistently at Dulles for at least three years; students seem to be more comfortable navigating through the curriculum, as it builds across grade levels.

Classrooms incorporate weekly SEL sessions and/or Restorative Justice Circles.

## 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**

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Curriculum maps, vertical/horizontal</li> <li>✓ Sequencing and pacing guides</li> <li>✓ Thematic units which cover multiple disciplines</li> <li>✓ Comprehensive unit plans including assessments</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SGRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
MTSS Framework	<a href="#">Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">3a. Communicating with Students</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">1a. Demonstrating knowledge of content and pedagogy</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> </ul>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ CPS Content Frameworks: <a href="#">Math</a>, <a href="#">Science</a>, <a href="#">Social Science</a>, and <a href="#">Literacy</a></li> <li>✓ <a href="#">CPS Literacy Scope and Sequence</a></li> <li>✓ <a href="#">CPS Math Scope and Sequence Guidance</a></li> <li>✓ <a href="#">Digital Citizenship Curriculum</a></li> <li>✓ <a href="#">K-12 Financial Literacy Guide</a></li> <li>✓ <a href="#">Personal Finance 3.0 Course</a></li> <li>✓ <a href="#">Physical Education Scope &amp; Sequence</a></li> <li>✓ <a href="#">Health Education Scope &amp; Sequence</a></li> <li>✓ <a href="#">Interdisciplinary African &amp; African American Studies Curriculum</a></li> <li>✓ <a href="#">Interdisciplinary Latino and Latin American Studies Curriculum</a></li> </ul>

**Instructional Materials:**

Score

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)

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Resources are aligned with CCSS and expectations. Resource choices are made based on data frequently (FasttMath, Bluestreak, Zearn, iRead, DIBELS, Burst, LLI, Small Group groupings, and resources). Multiple curricular choices for students at all ability levels at each grade level are available (LLI, DIBELS). Teacher-resources are readily and universally available in paper form and online. An abundance of supplies and materials to implement and enhance small group implementation are available (e.g., digital coach, v-math, khan) Grade-level meetings for collaboration on implementation of curriculum is made available via the school’s master schedule. Presence of varied texts and supplies, (e.g., RAZ-Kids, Engage videos, Engage Math manipulatives, etc.)

**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/updated in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
  - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
  - Materials are in English and native language for English learners.
  - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
  - Students interact with instructional materials to engage all modalities in the learning process.
  - Technology is integral to students learning experiences.
  - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
  - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
  - The teacher models effective use of various materials.
  - Students understand that materials are a means to acquire language, knowledge, and competencies.
  - Technology enhances students' higher order, creative thinking and problem solving.
  - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
  - Students make choices about instructional materials as part of learning.
  - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
  - Consumables are often non-print supplies that promote active, hands-on learning.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Cross-section of materials from a variety of content areas and grade levels</li> <li>✓ Evidence of scaffolding and differentiation for all students to access the content/skills</li> <li>✓ Description of materials in curriculum and/or lesson plans</li> <li>✓ Presence of varied texts, supplementary media (e.g. videos)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Supportive Environment</li> </ul>
MTSS Framework	<ul style="list-style-type: none"> <li>Curriculum &amp; Instruction</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>1a. Demonstrating Knowledge of Content and Pedagogy</li> <li>1b. Demonstrating Knowledge of Students</li> <li>1c. Selecting Learning Objectives</li> <li>1d. Designing Coherent Instruction</li> </ul>
CPS Performance Standards for School	<ul style="list-style-type: none"> <li>A3. Allocates Resources to Support Student Learning, Prioritizing Time</li> </ul>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Universal Design for Learning Guidelines 2.0</a></li> <li>✓ <a href="#">UDL PD Modules</a></li> <li>✓ <a href="#">CPS Integrated Library System (S.O.A.R.)</a></li> </ul>

### 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)

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Teachers participate in peer walk-throughs focused on key instructional core actions. LASW lesson studies conducted in cluster meetings (ELA Student discussion, Math CFU), weekly analysis of small group instruction data, and progress monitoring via DIBELS (online). Student work is displayed in the halls on a monthly basis; student work is aligned to the major curriculum. The curriculum used addresses all key shifts in ELA and Math. Math and ELA cluster meetings focused on standard based learning and key instructional shifts like text complexity and mathematical rigor. Teachers incorporate student discussions and a variety of HOT questioning in their lesson plans.

### 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	<ul style="list-style-type: none"> <li>✓ Cross-section of student work from a variety of content areas</li> <li>✓ Observation of student learning (e.g. learning walks/walkthroughs)</li> <li>✓ Focus group(s) and discussions with students</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SGRP Attainment and Growth</li> </ul>
Five Essentials	Ambitious Instruction
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<a href="#">1d. Designing Coherent Instruction</a> <a href="#">2b. Establishing a Culture for Learning</a> <a href="#">3b. Using Questioning and Discussion Techniques</a> <a href="#">3c. Engaging Students in Learning</a>
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Teaching for Robust Understanding in Mathematics (TRU Math)</a></li> <li>✓ <a href="#">Math Practices: What to Look For Observation Tool</a></li> <li>✓ <a href="#">Checking In: Do Classroom Antecedents Reflect Today's Higher Standards?</a></li> <li>✓ <a href="#">Student Work Protocol (EQaIP)</a></li> <li>✓ <a href="#">Slice Protocol – Looking at Student Work</a></li> </ul>

## Transitions, College & Career Access & Persistence:

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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)

Few partnerships have been developed, permitting students to access to at least one college tour locally. Meanwhile, a large alliance with AUSL High Schools, Selective Enrollment, Noble Street, and other Charter High Schools, as well as many of the CPS High Schools have been established, affording students broad exposure to high school fairs externally and in-house. Additionally, shadow days, as well as the open house at various high schools city-wide, have been provided and facilitated for all eighth graders and 7th grade Over Age Cycle students. The facilitation of on-going workshops by the school counselor has served to distribute a plethora of options for students. Workshops include literature, and provision of Q&A sessions simplifying the high school selection process (GoCPS online high school application, Naviance helps students may long-term academic/career choices, Think HBCU college fair). Furthermore, interviews are conducted by the school counselor on an individual needs basis with students to facilitate completion of the high school application process, as well as optimal selections. There's a very limited opportunity for exposure to scholarships for the private sector, though a few students have sought out scholarship monies, and been provided support via the provision of recommendation letters from staff, and the facilitation of data per school counselor. An effective checks and balances system between the ILT, curriculum and instruction committee and attendance committee has served beneficial to effectively collecting, analyzing, and prescribing plans to maintain, display, celebrate, and promote attendance goals. Artifacts are displaying student projected high schools for the fall are collected, but not displayed and celebrated; however, school-wide attendance rates are communicated, displayed, and celebrated in a variety of forums/visuals, throughout the school, to both staff and students. Families also receive a weekly general overview of attendance and academic data via on-going family newsletter. Parents are also notified and invited to small conferences based on eighth-grade high school criteria.

## 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 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> 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 Identity 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](#)

**HOW/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 \(CCAB, 2006\)](#)

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

Score

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.

It's an expectation for all teachers to lead out rigorous and complex instruction on a daily basis. Teachers participate in peer informal video observations on a monthly basis and give feedback on lesson components. Most teachers participate in data analysis meetings where they analyze their individual teaching and learning cycles and restructure their lesson plans to meet the needs of their student learners. Teachers meet the needs of individual students by providing targeted support to groups of students based on district-wide data points. Some teachers create and provide additional scaffolded questions to probe student thinking and extend understanding. Students are not yet self-directed learners

### 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

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions)</li> <li>✓ Informational observations, peer observations, learning walks</li> <li>✓ Lesson studies</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SGRP Attainment and Growth</li> <li>✓ REACH observation trends (de-identified)</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Supportive Environment</li> </ul>
MTSS Framework	<ul style="list-style-type: none"> <li>Curriculum &amp; Instruction</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>3a. Communicating with Students</li> <li>3b. Using Questioning and Discussion Techniques</li> <li>3c. Engaging Students in Learning</li> <li>3d. Using Assessment in Instruction</li> <li>3e. Demonstrating Flexibility and Responsiveness</li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>B2. Observes and Evaluates Staff and Gives Feedback to Staff</li> </ul>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ CPS Framework for Teaching with Critical Attributes</li> <li>✓ CPS Framework for Teaching Professional Learning Modules</li> <li>✓ CPS Framework for Teaching Professional Learning Opportunities</li> <li>✓ Special Education Addendum</li> <li>✓ English Language Learner Addendum</li> </ul>

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.

Teachers and City Year Corps Members use daily tracking spreadsheet/mastery skills tracker to monitor progress for all students. EngageAUSL provides bi-weekly assessments aligned to pacing guide for each grade encompassing a combination of question types. Quarterly ANET Assessments are given school-wide for ELA and Math with individual student and classroom data available online for school-wide deep dives. Lesson plans include a variety of assessment types (formative 2-question Exit Tickets, unit performance tasks including writing for ELA and Math). Gradebook expectations are outlined in the handbook and monitored weekly. The grading scale is universal. Parent and student access to grades via parent portal. Frequent and public assessment data is an expectation but not evident in ALL classrooms. Student to teacher conversations about data and growth is the expectation but only evident in some classrooms. Grading is not consistent within or across grade-levels.

## 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

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
	✓ Grade distribution reports (course success rates)
Measures	✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1.c. Selecting Learning Objectives
	1.e. Designing Student Assessment
	3.d. Using Assessment in Instruction
	4.a. Reflecting on Teaching & Learning
4.b. Maintaining Accurate Records	
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
✓	<a href="#">CPS Balanced Assessment Framework &amp; Assessment Models</a>
✓	<a href="#">Assessment Design Toolkit</a>
✓	<a href="#">Teacher Made Assessment Basics</a>
✓	<a href="#">Grading principals and guidelines</a>
✓	<a href="#">Great Schools Partnership –Grading + Reporting</a>

## 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.

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Tier 1 supports are provided to all learners. Half of the classrooms provide both whole class and small group instruction almost daily. Small group instruction is provided by classroom teachers and City Year Corps members. Student outcome is reviewed on a bi-weekly basis so that changes are timely for interventions. Throughout the year, groupings have been evaluated and changed to meet the needs of all students. On track assessment is monitored throughout the year and information is shared with all teachers weekly. Interventions are put in place both to address absenteeism (individual contracts and rewards). Teachers are expected to have individualized PBIS plans for students with behavior concerns. Teachers progress monitor individual students and are able to provide data as needed. Students that do not show expected growth after individualized Tier 2 interventions are then referred the MTSS team for possible further evaluation. Parents are informed on a regular basis on student performance. Parents are informed of Tier 2 interventions and provided regular updates on growth through teacher communication. Tier 3 behavioral students receive daily check-ins and check-outs with their mentors; when the weekly goal is met, they receive their chosen weekly incentive.

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

Expectations for Quality & Character of School Life

6 of 6 complete

**Culture for Learning:**

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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.

"About half of classes in the school regularly demonstrate a level of urgency, where learning is valued and students demonstrate hard work.

Academic bowl occurred in the last calendar year, as well as a spelling bee and a planned quiz bowl.

Staff morale is varied but often lower than is desired for this job.

In the future, we want to achieve 3/4 of classes regularly demonstrating a culture of learning and hard work. We also want to grow student perseverance."

**Guide for Culture for Learning**

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
  - Use strategies to reinforce and cultivate student curiosity.
  - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
  - Consistently communicate the expectation that all students can achieve at high levels.
  - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
  - Clearly display school-wide expectations for academic and personal success throughout the building.
  - Set high expectations according to grade-appropriate learning objectives.
  - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
  - Recognize high levels of student achievement. All students receive recognition.
  - Encourage student resilience and hard work.
  - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
  - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures



- students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
  - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
  - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
  - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
  - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
  - Employ strategies including ongoing monitoring and support of students' academic behaviors.
  - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Sample of individual student learning goals from a cross-section of teachers</li> <li>✓ Also review student work evidence from Rigorous Student Tasks</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Ambitious Instruction</li> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
<u>MTSS Framework Curriculum &amp; Instruction</u>	
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	
<ul style="list-style-type: none"> <li>✓ <a href="#">Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance</a></li> <li>✓ <a href="#">Framework for Teaching Companion Guide p. 50</a></li> <li>✓ <a href="#">Social Emotional Learning Supports (cps.edu/sel)</a></li> <li>✓ <a href="#">ASCA Mindsets &amp; Behaviors</a></li> </ul>	

### 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

Administration, deans, and teacher leaders model no-nonsense nurturing to students.

A strong and positive culture and climate are a school-wide goal & expectation (advertised in weekly staff newsletter and regular communications with administration).

Dean/security team has begun daily check-in/check-outs with tier 3 behavior students and their teachers. High flyers now have a close relationship with a mentor on school staff who are invested in their improvement of specific behavior(s).

Classrooms demonstrate respectful, warm, caring interactions about half of the time. This is true for less than half of the school. In the future, we want warm, student and developmentally appropriate interactions for 3/4 of the school 3/4 of the time.

SEL team currently identifies students who are in need of progressing to Tier 2 & 3 interventions by reviewing dashboard data and teacher referrals.

### Guide for Relational Trust

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



- Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
MTSS Framework	<a href="#">Shared Leadership, Family &amp; Community Engagement</a>
CPS Framework for Teaching	1b. <a href="#">Demonstrating Knowledge of Students</a> 2a. <a href="#">Creating an Environment of Respect and Rapport</a>
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate
Now WHAT? Materials to Support Improvement Planning	
✓	<a href="#">Social Emotional Learning Supports (cps.edu/sel)</a>
✓	<a href="#">Trust in Schools: A Core Resource for School Reform (ASCD)</a>
✓	<a href="#">Creating a School Community (ASCD)</a>

### 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

We recently began a restorative justice program, fostering conversations that allow students to lead in identifying a goal and positive reinforcement system.

There are many athletic teams and opportunities throughout the school year for both boys and girls.

We currently have a junior honors society that engages in community service and learning projects in the community.

Lady GEMS in 3-5th engage in etiquette and socialization strategies, contributing to a more peaceful community.

South Side Science Scholars occurs weekly for intermediate grades.

Guide Right Saturday program shares are learning that the boys can bring home to their families.

WINGS Saturday program involves athletics, mentorship, and exposure to learning opportunities.

Chicago CARES brings art to students on Saturdays.

Within the last calendar year, we hosted an academic bowl for grades 4-5, 6-8. Select students attended a spelling bee, and a few are going to a knowledge bowl.

In the future, a student government system, student-student mentorship, and more academic teams are a goal.

## 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	<ul style="list-style-type: none"> <li>▪ IJVNS Student Survey completion rates and results</li> <li>▪ Artifacts from student-run organizations and events (including SVCC)</li> <li>▪ Meeting minutes/agendas that include student participation</li> <li>▪ Policies regarding student engagement in decision making</li> <li>▪ Service learning reports and/or reflections of SL projects</li> <li>▪ Unit and curriculum maps, rubrics, assessment artifacts</li> <li>▪ Evidence of student work</li> <li>▪ Democracy School recognition</li> </ul>
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 2c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D2. Utilize 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

Weekly meetings to offer suggestions, share information and collaborate ideas. Security proactively safeguards school grounds by occupying assigned post daily; before and after school. Classrooms and common student areas are regularly monitored throughout the day. Radio communications and other equipment is used to continue to remain abreast of student involved issues.

### 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

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ MVMS score – "Safety"</li> <li>✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?</li> <li>✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ School Climate Standards Rubric/Assessment</li> <li>✓ Five Essentials – Supportive Environment score</li> <li>✓ My Voice, My School Survey "Safety" score</li> </ul>
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>2a. Creating an Environment of Respect and Rapport</li> <li>2c. Managing Classroom Procedures</li> <li>2d. Managing Student Behavior</li> </ul>
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Social Emotional Learning Supports (cps.edu/sel)</a></li> </ul>

### 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

Weekly review of student logger reports, infractions, and check in/out the system. Each week the discipline team meet to review dashboard, student logger, students on-track and CICO data to determine whether practices are effective. Students are provided 30 minutes refocused, and restorative conversations before suspensions are issued. However, this is not consistent, and data is not consistently collected therefore analysis is skewed.

### 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	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	<a href="#">Curriculum &amp; Instruction, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">2d. Managing Student Behavior</a> <a href="#">4c. Communicating with Families</a>
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	<a href="#">CPS Restorative Practice Guide &amp; Toolkit</a>
✓	<a href="#">Guideline for Effective Discipline</a>

### Parent and Family Partnership:

Score

1 2 3 4

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.

Parents have monthly PAC meetings, weekly educational parent instruction through EarthHeart foundation. Family engagement nights and Parent Workshops. Open volunteer and community involvement opportunities. Parent participation is high for events that display student performances and report card pick up (over 80%).

### 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

EVIDENCE, MEASURES, AND STANDARDS	
	<ul style="list-style-type: none"> <li>✓ Examples of communication methods and content</li> <li>✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.</li> <li>✓ Outreach efforts</li> </ul>
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Documentation of responsiveness to Parent Support Center concerns raised</li> <li>✓ Event agendas, flyers</li> <li>✓ Fundraising activities and amounts (if applicable)</li> <li>✓ How does the school honor and reflect the diversity of families including language and culture?</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials Score – Involved Families</li> <li>✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust</li> </ul>
Five Essentials	Involved Families
MTSS Framework	Family & Community Engagement
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Parent Support Centers</a></li> <li>✓ <a href="#">Parent University</a></li> <li>✓ <a href="#">Parent Portal</a></li> </ul>

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus $\emptyset$ = Not of focus
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 $\emptyset$
2	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 $\emptyset$
2	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 $\emptyset$
2	Expectations for Quality & Character of School Life: Parent and Family Partnership	1 2 3 4 5 $\emptyset$
2	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 $\emptyset$
2	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 $\emptyset$
2	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 $\emptyset$
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 $\emptyset$
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 $\emptyset$
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 $\emptyset$
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1 2 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 $\emptyset$

Goals

Required metrics (Elementary)

13 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
<b>National School Growth Percentile - Reading</b>					
The school's staff will consist of 70% new teachers in 2018. And All will receive support from a school-based reading content specialist or AUSL trained classroom management coach and mentor, which will increase their effectiveness in the classroom and positively impact student achievement over time.	90.00	62.00	60.00	55.00	60.00
<b>National School Growth Percentile - Math</b>					
The school's staff will consist of 70% new teachers in 2018. And All will receive support from a school-based reading content specialist or AUSL trained classroom management coach and mentor, which will increase their effectiveness in the classroom and positively impact student achievement over time.	68.00	42.00	50.00	50.00	55.00
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>					
The school's staff will consist of 70% new teachers in 2018. And All will receive support from a school-based reading content specialist or AUSL trained classroom management coach and mentor, which will increase their effectiveness in the classroom and positively impact student achievement over time.	57.30	51.20	55.00	55.00	60.00
<b>African-American Growth Percentile - Reading</b>					
Starting 2018-19 we will have a reading specialist that will create individualized teachers development plans in the ELA content	89.00	62.00	50.00	55.00	60.00
<b>Hispanic Growth Percentile - Reading</b>					
NA	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
<b>English Learner Growth Percentile - Reading</b>					
NA	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
<b>Diverse Learner Growth Percentile - Reading</b>					
Starting 2018-19 we will have a reading specialist with a special education background that will create individualized teachers development plans in the ELA content, as well as modifying curriculum to meet the needs of diverse learners.	25.00	95.00	30.00	40.00	50.00
<b>African-American Growth Percentile - Math</b>					
One of our instructional priorities for the 2018-2019 school year is coherence within and across grade level content as it relates to math common core state standards. Clusters will support teacher development around internalization and unbundling of standards to remediate and extend grade level content, which lead to increased content knowledge with teachers.	69.00	40.00	50.00	55.00	60.00
<b>Hispanic Growth Percentile - Math</b>					
NA	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
<b>English Learner Growth Percentile - Math</b>					

NA	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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**Diverse Learner Growth Percentile - Math**

One of our instructional priorities for the 2018-2019 school year is coherence within and across grade level content as it relates to math common core state standards. Clusters will support teacher development around internalization and unbundling of standards to remediate and extend grade level content, which lead to increased content knowledge with teachers.	93.00	5.00	20.00	40.00	50.00
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**National School Attainment Percentile - Reading (Grades 3-8)**

Starting 2018-19 we will have a reading specialist that will create individualized teachers development plans in the ELA content	14.00	16.00	20.00	25.00	30.00
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**National School Attainment Percentile - Math (Grades 3-8)**

One of our instructional priorities for the 2018-2019 school year is coherence within and across grade level content as it relates to math common core state standards. Clusters will support teacher development around internalization and unbundling of standards to remediate and extend grade level content, which lead to increased content knowledge with teachers.	15.00	14.00	20.00	25.00	30.00
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**National School Attainment Percentile - Reading (Grade 2)**

An increased emphasis on early literacy starting in kindergarten, with the implementation of the structured phonics program, will lead to increased in grade level attainment in reading.	1.00	6.00	20.00	10.00	15.00
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**National School Attainment Percentile - Math (Grade 2)**

One of our instructional priorities for the 2018-2019 school year is coherence within and across grade level content as it relates to math common core state standards. Clusters will support teacher development around internalization and unbundling of standards to remediate and extend grade-level content, which leads to increased content knowledge with teachers.	2.00	10.00	10.00	10.00	15.00
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**% of Students Making Sufficient Annual Progress on ACCESS**

NA	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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**Average Daily Attendance Rate**

Attendance plan that addressed specific grade bands that were below our targeted percentage, as well as weekly, monthly, and quarterly incentives for student and families which will lead to consistent school-wide attendance.	95.60	96.50	96.50	96.50	96.50
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**My Voice, My School 5 Essentials Survey**

The goal is to reach Well Organized.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

0 of 0 complete

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

Strategy 1



If we do...

...then we see...

...which leads to...

Teachers utilize a variety of discussion techniques and levels of questions (e.g., low - and- high, open-ended and developmentally appropriate) to engage the learner in authentic discussions around content specific tasks.

The teacher will generate appropriate questions. As well as serve as a facilitator to the classroom. Students will be engaged in discussion using the Habits of discussion routed in evidence-based responses.

- The school attaining the 70th percentile on the NWEA by 2020.
- Increase in teacher REACH evaluations to proficient/distinguished in 3B,
- Students thinking critically, becoming fluent writers, and respectfully solving problem among peers.

Tags:

Assessment, Student led discussions and dialogue, Reach domain 3

Area(s) of focus:

1

Action step

Responsible

Timeframe

Status

Invest in professional reading resources (Great Habits, Great Readers and Teach Like a Champion 2.0).

Admin

Jul 1, 2018 to Jul 31, 2018

Not started

**Resources, Professional reading**

Admin and the ILT will develop yearly instructional priority and quarterly benchmarks

Admin, ILT

Jul 16, 2018 to Jul 20, 2018

Not started

**Instructional leadership team, Quarterly benchmarks**

Create a learning walk tool that includes questioning and discussion look fors

ILT, coaches, Admin

Jul 16, 2018 to Jul 20, 2018

Not started

**Learning walk**

Coaches will create a Habits of Discussion Scope and Sequence for grades K-8

Coaches

Jul 23, 2018 to Jul 27, 2018

Not started

**Scope and sequence**

Coaches will create and implement ongoing professional development on Questioning and Discussion Techniques

ILT, Coaches, Admin

Jul 23, 2018 to Jun 30, 2020

Not started

**Professional development, Question and discussion techniques**

Teachers will plan and annotate weekly for misconceptions, scaffolded questions, discussion techniques to allow students to access on grade level content.

teachers

Jul 23, 2018 to Jun 19, 2020

Not started

**Annotation, Scaffolded questions**

Mentor teachers will assist with lesson annotations and plan to ensure novice teachers identify opportunities for discussion strategies and include a variety of question types into each lesson.

Mentor teachers, coaches

Aug 1, 2018 to Jun 19, 2020

Not started

**Mentor teachers**

School-based/AUSL coach will provide novice teachers assistance and coaching around the implementation of discussion techniques (Habits of Discussion), questioning strategies (i.e. wait time, cold call, etc), and identifying misconceptions (coherence).

admin, coaches, mentors

Aug 27, 2018 to Jun 19, 2020

Not started

**Coaching support**

Admin, coaches, and mentor teachers will analyze walk data to create specialized PD for teachers and guide lesson annotation and planning and preparation next steps	Admin, coaches, mentors	Sep 4, 2018 to Jun 19, 2020	Not started
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**Coaching support**

Teachers will attend AUSL training, Standards study, Eureka math, Expeditionary learning, and CKLA training	Admin, new teachers, Coaches, mentors	Jul 16, 2018 to Jul 20, 2018	Not started
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**Math, Professional development, Ela, Ckla**

**Strategy 2**

<b>If we do...</b> Develop a consistent school-wide weighted grading policy and effective ways of communicating that to parents.	<b>...then we see...</b> Consistency in grading (assessment, homework, classwork). Students will be reflective of their progress. Teachers engaging in student goal setting conversations quarterly.	<b>...which leads to...</b> greater transparency between teachers and families in regards to student academic progress. and ultimately increase on track data.
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Tags:  
Gradebook, Grading policy

Area(s) of focus:  
1

Action step	Responsible	Timeframe	Status
Empower parent and guardians to monitor student progress utilizing student-facilitated workshops on accessing Parent Portal (back to school night, math and literacy night, PTO/PAC, report card pick up, or by request with a counselor, etc).	Admin, ILT	Aug 27, 2018 to Aug 24, 2020	Not started

**Gradebook**

School-wide agenda and notes from weekly gradebook/on-track data meetings with colleagues turned into administration (instructional leaders/mentor teachers assigned to the grade band will be responsible for facilitating meetings).	Admin, ILT	Aug 27, 2018 to Jun 19, 2020	Not started
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**On-track, Gradebook**

Teacher leaders and administration will create, implement, and monitor school-wide grading policy	ILT, Admin	Aug 27, 2018 to Jun 19, 2020	Not started
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The administration/designee will continue to conduct gradebook checks at the end of the week, provide feedback, and send reminders related to grading deadlines (progress reports and report cards, etc).	ILT, Admin	Aug 27, 2018 to Jun 19, 2020	Not started
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**Strategy 3**

<b>If we do...</b> Create a school-wide restorative justice framework.	<b>...then we see...</b> Positive student-teacher interaction, students reflecting on behavior and how they impact their classroom community and teachers facilitating discussion on ways students can restore damage done.	<b>...which leads to...</b> an increased positive interactions, decrease in student referrals and send outs which will lead to an increase in ontrack data/student achievement.
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Tags:

Area(s) of focus:

Restorative justice, Restorative practices

Action step	Responsible	Timeframe	Status
Coaches/mentors will support new teachers with domain 2 so that respect and rapport can be established/maintained in classrooms.	ILT, Admin, mentors, coaches	Aug 27, 2018 to Aug 23, 2021	Not started

**Support, Reach domain 2**

Implementation of SEL curriculum will be monitored by administration/teacher leaders.	Teacher Leaders, SEL team, Teachers	Aug 27, 2018 to Jun 19, 2020	Not started
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**SEL**

Using an external partner, we will train staff and teachers in restorative practices as an approach to discipline.	Administration, SEL team, Teachers	Aug 27, 2018 to Jun 19, 2020	Not started
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**SEL**

Teachers will engage in professional readings: Power Struggles: Successful Techniques for Educators (security staff / new teachers) and Teach Like A Champion (new teachers) and Teach Like A Pirate (seasoned teachers).	Teachers, Teacher Leaders, Administration	Aug 27, 2018 to Jun 20, 2020	Not started
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**Professional development, Professional reading**

Action Plan

Strategy 1

NOT STARTED

School-based/AUSL coach will provide novice teachers assistance and coaching around the implementation of discussion techniques (Habits of Discussion), questioning strategies (i.e. wait time, cold call, etc), and identifying misconceptions (coherence)."

Aug 27, 2018 to Jun 19, 2020 - admin, coaches, mentors

Status history



NOT STARTED

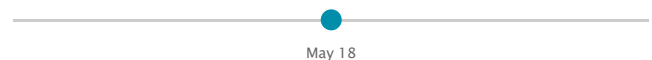
May 18, 2018  
**Evidence**

NOT STARTED

Create a learning walk tool that includes questioning and discussion look fors"

Jul 16, 2018 to Jul 20, 2018 - ILT, coaches, Admin

Status history



NOT STARTED

May 18, 2018  
**Evidence**

NOT STARTED

Teachers will plan and annotate weekly for misconceptions, scaffolded questions, discussion techniques to allow students to access on grade level content."

Jul 23, 2018 to Jun 19, 2020 - teachers

## Status history

May 18

NOT STARTED May 18, 2018  
**Evidence**

NOT STARTED

Mentor teachers will assist with lesson annotations and plan to ensure novice teachers identify opportunities for discussion strategies and include a variety of question types into each lesson."

Aug 01, 2018 to Jun 19, 2020 - Mentor teachers, coaches

## Status history

May 18

NOT STARTED May 18, 2018  
**Evidence**

NOT STARTED

Invest in professional reading resources (Great Habits, Great Readers and Teach Like a Champion 2.0)."

Jul 01, 2018 to Jul 31, 2018 - Admin

## Status history

May 18

NOT STARTED May 18, 2018  
**Evidence**

NOT STARTED

Coaches will create a Habits of Discussion Scope and Sequence for grades K-8"

Jul 23, 2018 to Jul 27, 2018 - Coaches

## Status history

May 18

NOT STARTED May 18, 2018  
**Evidence**

NOT STARTED

Coaches will create and implement ongoing professional development on Questioning and Discussion Techniques"

Jul 23, 2018 to Jun 30, 2020 - ILT, Coaches, Admin

## Status history

May 18

NOT STARTED May 18, 2018  
**Evidence**

NOT STARTED

Admin, coaches, and mentor teachers will analyze walk data to create specialized PD for teachers and guide lesson annotation and planning and preparation next steps"

Sep 04, 2018 to Jun 19, 2020 - Admin, coaches, mentors

## Status history

May 18

NOT STARTED May 18, 2018  
**Evidence**

NOT STARTED Admin and the ILT will develop yearly instructional priority and quarterly benchmarks"  
Jul 16, 2018 to Jul 20, 2018 - Admin, ILT

### Status history



NOT STARTED May 18, 2018  
**Evidence**

NOT STARTED Teachers will attend AUSL training, Standards study, Eureka math, Expeditionary learning, and CKLA training"  
Jul 16, 2018 to Jul 20, 2018 - Admin, new teachers, Coaches, mentors

### Status history



NOT STARTED May 18, 2018  
**Evidence**

## Strategy 2

NOT STARTED Empower parent and guardians to monitor student progress utilizing student-facilitated workshops on accessing Parent Portal (back to school night, math and literacy night, PTO/PAC, report card pick up, or by request with a counselor, etc)."  
Aug 27, 2018 to Aug 24, 2020 - Admin, ILT

### Status history



NOT STARTED May 18, 2018  
**Evidence**

NOT STARTED School-wide agenda and notes from weekly gradebook/on-track data meetings with colleagues turned into administration (instructional leaders/mentor teachers assigned to the grade band will be responsible for facilitating meetings)."  
Aug 27, 2018 to Jun 19, 2020 - Admin, ILT

### Status history



NOT STARTED May 18, 2018  
**Evidence**

NOT STARTED Teacher leaders and administration will create, implement, and monitor school-wide grading policy"  
Aug 27, 2018 to Jun 19, 2020 - ILT, Admin

### Status history



NOT STARTED May 18, 2018  
**Evidence**

NOT STARTED

The administration/designee will continue to conduct gradebook checks at the end of the week, provide feedback, and send reminders related to grading deadlines (progress reports and report cards, etc)."

Aug 27, 2018 to Jun 19, 2020 - ILT, Admin

## Status history



May 18

NOT STARTED May 18, 2018  
**Evidence**

### Strategy 3

NOT STARTED Coaches/mentors will support new teachers with domain 2 so that respect and rapport can be established/maintained in classrooms."

Aug 27, 2018 to Aug 23, 2021 - ILT, Admin, mentors, coaches

## Status history



May 18

NOT STARTED May 18, 2018  
**Evidence**

NOT STARTED Implementation of SEL curriculum will be monitored by administration/teacher leaders."

Aug 27, 2018 to Jun 19, 2020 - Teacher Leaders, SEL team, Teachers

## Status history



May 18

NOT STARTED May 18, 2018  
**Evidence**

NOT STARTED Using an external partner, we will train staff and teachers in restorative practices as an approach to discipline."

Aug 27, 2018 to Jun 19, 2020 - Administration, SEL team, Teachers

## Status history



May 18

NOT STARTED May 18, 2018  
**Evidence**

NOT STARTED

Teachers will engage in professional readings: Power Struggles: Successful Techniques for Educators (security staff / new teachers) and Teach Like A Champion (new teachers) and Teach Like A Pirate (seasoned teachers)."

Aug 27, 2018 to Jun 20, 2020 - Teachers, Teacher Leaders, Administration

## Status history



May 18

## Fund Compliance

### Supplemental General State Aid(SGSA)

My school receives SGSA funds

By checking the above box, the school is verifying that the attendance center complies with the statement regarding the use of SGSA funds:

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of the students attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the Illinois state board of education.
5. SGSA Funds supplement and do not supplant non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

### ESSA Program

ESSA Schoolwide Program

(Not available to schools receiving NCLB funds for the first time) [Title I/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.

Dulles School will involve parents in school improvement by providing monthly principal reports at the PAC meetings, implementing a parent volunteer program, working with PAC to provide parent training, sharing our instructional priorities with parents and ensuring that they understand the school's goals. Admin team will seek out input and planning for quarterly family events.

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



Dulles School will notify all parents via letter, Robocalls, marketing in the school's website and marquee signage of the annual meeting to discuss participation in NCLB programming. Dulles will have a monthly PAC meeting as well as additional parent workshops throughout the year to increase parental involvement. Information about meetings will be disseminated using announcements sent home, posting throughout the school building, detailed information included on the school's website, and posting throughout the community. Additionally, we will provide incentives to improve parental participation in parent workshops, training and school-wide events. Title 1 organizational meetings will be held at the beginning of the year in September.

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.

Minutes from the PAC meetings will be given to the administrative team for review and immediate action. The administrative team will address the issues within seven to ten business days. Any suggestions will be presented to the instructional leadership team and implemented if deemed appropriate. Follow-up will be provided to the Parent Advisory Council in regard to their request at the meeting immediately following their request or suggestion.

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.

After benchmark assessments (BOY, MOY, EOY) Dulles will send home a copy of the student's performance data. Parents of students who are at risk for retention will receive their data via a one-on-one conference (in person/phone) and parents will be required to sign a document stating they understand their child's current academic performance and the risks associated with it. Dulles School will provide parents information about the curriculum and assessments the students will be responsible to taking (NWEA, PARCC, Anet, ISA, NEAP and curriculum-based assessments in a welcome packet at the start of the year (Open House/Back to School BBQ). We will also provide a parent workshop designed to teach parents how to read their students' assessment data and strategies to help students at home.

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.

In the event that a teacher is deemed not highly qualified, a written correspondence will be sent home to parents of students who are impacted. The letter will include our plan to locate a highly qualified teacher and it will also state the support needed from parents during the search.

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.

In addition to the above-mentioned statement, Dulles will ensure that parents understand how we monitor students achievement and what tools and digital devices we use to support their child's ongoing learning. We will share how our standards-based curriculum will prepare them for academic achievement beyond Dulles. We will communicate from the start of each year how state and local assessments are used to promote benchmark students, select high schools, etc.

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.

Dulles will provide parents with information about school events (Math, ELA, Arts), jobs, and social service agencies. Dulles will provide parents with workshops such as Positive Discipline and Child Rearing Techniques and Communication with Your Child/ren. We will partner with various organizations to provide purposeful professional development. Incentives for students and their parents will be provided for participating.

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.

Dulles will continue to conduct community walk-throughs, host meet and greets for parent and staff (Open House), provide parent training (Parent University), conduct parent conferences (Report Card Pick Up, SEL support meetings), and make phone calls home in an effort to build ties with parents. Dulles will expand and add more community partners to ensure we are meeting the needs of all students and their families.

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.

Dulles will collaborate with Head Start to seek out monthly opportunities for each parent to meet and be trained on various topics. The goal is to have multiple touch points with our parents to provide information on available employment, GED preparation, etc. Dulles will continue to host family literacy and math nights, create opportunities for parents to participate in the classroom, and possibly gain employment within the school and nearby organizations.

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.

Each week the school's website and marquee will be updated. Robocalls/mailings will be communicated so parents will receive information pertinent to the school/parent opportunities. Information will be presented in a consistent manner that parents can understand.

#### 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)

NA

#### 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.)

Mission: To work as a team of students, staff, families, and community members to increase academic performance yearly; develop high achieving scholars with limitless opportunities; promote positive character traits that lead to meaningful contributions to the community; become citizens who value education as a lifelong process as together everyone achieves more. Vision: Dulles School of Excellence commits to achieving the highest standards of personal and academic excellence by empowering all students, staff, families, and community members with the necessary tools to become leaders of tomorrow.

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.

Dulles will conduct two required parent conferences. The first conference will be held at the end of the first quarter and another at the end of the third quarter. During these conferences, teachers will provide feedback on student performance. Parents may request parent conferences/meetings any time. Additional conferences may be held throughout the year as requested by teacher/parent to support student progress.

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

Four times a year report cards are shared with parents in ten-week intervals indicating the student's achievement for the quarter. In addition, progress reports are shared with the parents at the fifth week of each quarter to update parents on the child's progress. Training will be provided to parents on using the Parent Portal so families can monitor student progress throughout the year. Additionally, parents will have access to reports generated by our digital software to monitor students progress as well.

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

Teachers are available to meet with parents before and after school by appointment. Additionally, parents may communicate with teachers via e-mail/Class Dojo, or phone calls. Admin will provide coverage for any teacher/parent the would like to meet if before and after school hours are not convenient.

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.

At Dulles, we fully welcome all volunteer services from parents and community members. Information regarding volunteer opportunities will be shared with parents at the beginning of the school year. Parents may volunteer after completing local background screening (online) and Dulles specific training. Teachers will also create opportunities for parents to be involved in classroom activities at least once a quarter. Parents are welcomed to arrange an observation of classroom(s) anytime students are not testing. We will provide possible opportunities for parents to gain employment within the school if there is a need.

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

Parent support will play a pivotal role in student attendance and academics. We will share the importance and expectations around attendance and academic expectations at the beginning of the year. The daily/weekly communication will contain updates on school attendance and incentives that are available to all students in the building. Parents will be expected to contact the school if their students are going to be absent. Parents also have the opportunity to help their children with homework and are able to contact teachers if they have any questions about the assignments via email, phone calls, or Class Dojo. Parents may also monitor their child's assignments/grades through the student planners/homework sheets and the Parent Portal.

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

Parents will participate in the My School My Voice survey. The parent survey that will provide pertinent data on how the school is supporting the parent and the child. Parents will have the opportunity to participate in decisions related to the education of their child/ren through the Parent Advisory Council/Local School Council meetings. These meetings will include being able to provide feedback and input for school expectations and decisions. In addition, parents will be involved and included in all aspects of any special education programming or testing for their child/ren. Parents are free to share concerns with the admin and work collaboratively to build a support system for their child/ren.

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

Students will also receive an opportunity to take the My Voice My School survey. We will message a clear, constant, and consistent message about the relationship between being present and learning. Individuals and classrooms will receive rewards and recognition for attendance, positive attitude, and classroom results during assemblies, daily announcements, bulletin board displays, and digital messaging. Students will actively engage in one on one chats with their teachers to set goals and next steps on achieving specific goals.

**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.

The PAC will use allocated funds to plan parent meetings that promote student academic achievement and social-emotional support. The parents will work with trained facilitators to set personal goals and goals for their children.

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program.

Account(s)	Description	Allocation
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 0 .00
53405	<b>Supplies</b> 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	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 500 .00
54125	<b>Consultants</b> 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)	\$ 4000 .00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$ 0 .00
<p>54205</p>	<b>Travel</b> 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.	\$ 648 .00

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<p>54565</p>**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.

\$	0	.00
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<p>53510</p>**Postage**

Must be used for parent and family engagement programs only.

\$	0	.00
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53306 **Software**

Must be educational and for parent use only.

\$	0	.00
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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.

\$	0	.00
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