



Jane Addams Elementary School / Plan summary

## 2018-2020 plan summary

### Team

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Team meetings

Date	Participants	Topic
11/03/2017	Full Staff Pre-K - 8th grade teachers	Preview where we are as a school on SY16-18 CIWP - Begin discussions on what are our next steps for SY18-20 CIWP
12/13/2017	K - 8th teachers	submitting ideas and goals for CIWP 18-2020
12/15/2017	Coffee with the Principal- Parent meeting	Presenting data/goals/next steps for the CIWP10-2020 -parent questions and input
01/10/2018	Math Department team	Reviewing what is working and setting expectations for 2018-2019 school year
01/17/2018	ELA Department team	Reviewing what is working and setting expectations for 2018-2019 school year
01/26/2018	Coffee with the principal- parent meeting	CIWP overview - explanation how funds in budget match the goals set on the CIWP.
02/21/2018	LEAP/Personalized Team meeting	Evaluating where the school is in the implementation process and revising goals for 2018-19 school year
02/20/2018	Diverse Learning Team meeting	Review of current year data and goals. Setting expectations and revising goals for CIWP 18-2020
02/27/2018	Bilingual Department team	review of audit data, Curriculum, goals. Revised goals and enhancements to instructional practices for CIWP 18-2020
03/07/2018	K - 8th grade level meeting	Review of the 2018-2020 CIWP - making additions as needed
03/23/2018	Coffee with the Principal	Review of the 2018-2020 CIWP- parents asked questions and made suggestions for parent workshop/field trip ideas SY19

School Excellence Framework

**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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Leadership/PL teams collaboratively work to increase academic, social and emotional growth for themselves and students. The direction of our PL leadership teams will be developed with a shared vision to reflect the values and priorities of our building. Our vision entails a core belief that everyone is accountable for our student's education. The PLP's will inspire a culture of collective purpose with accountability coming from the three stakeholders who are directly involved in the educational process. We have assigned job-embedded leadership training and development for our 2nd - 8th grade teachers and lead teachers to help implement this plan. This select group of teachers will capitalize on their leadership skills and synthesize the expectations and develop professional development for teachers. Our priority group for this upcoming year has expanded to include 2nd - 8th gifted, 3rd - 8th Gen. Ed., and 3rd - 8th DL learners. Ownership will be as follows: Students will be held accountability by creating goals, keeping track of attendance/grades, creating tasks to show/demonstrate mastery of CCSS and checking on the progress of their goals. Parents will be accountable by signing off of parent portal with take home sheet to complete periodically, completing a learning survey, communicating on class DOJO to monitor/view student learning, assignments, and due dates of projects.

**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	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <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> <li>A5. School Vision and Mission Drive Decision-Making</li> <li>D4. Demonstrates Change Management</li> </ul>

**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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Leadership/Personalized Learning team collaboratively reviews data and to make continuous adjustment to instruction that meets the needs of students. Team members meet bi-weekly to monitor progress of implementation and results of instructional strategies implemented. The on-going inquiry will help us address root causes and take initiatives and develop strategies on data trends and the implementation of our PLP's. A representative from every relevant specialty and content area will be represented. The relevant data will center on attendance, behavioral, formative, summative, survey and department feedback. Data will be disaggregated to specific priority groups to ensure the general data is enhanced to meet the needs and address root causes of our priority groups. The team will be provided with an agenda to ensure focus and efficiency. All teams member will abide by the meetings norms and have an equal voice to engage and discuss any needs, wins or improvements for our students.

## 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	<ul style="list-style-type: none"> <li><a href="#">Shared Leadership, Evaluation of MTSS</a></li> </ul>
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:

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

Score

1 2 3 4

Leadership/PL Team members and teacher leaders present to colleagues and provide a safe practice time for staff to implement instructional modifications. Regularly scheduled meetings with invites to discuss the success, challenges, and next steps. Our professional learning design to improve our school will be centered around best practices and researched based curriculum/programs. We will collect feedback from our staff, PL Team and departments to create the relevant professional development that is needed. We will also take into account the linguistic and cultural needs of our students. We will provide whole staff and differentiated PL to small group and individual teachers. Teachers will help initiate and facilitate the personalized PL and inquire from these presentations how to monitor and/or implement the content being addressed. We will start with our Leadership team performing non-REACH observations and progress to grade level teams, then content specific walk-throughs/peer-observations. Teachers will be assigned a mentor or content coach to with pedagogy and have one-on-one dialogue with a content coach, Assistant Principal (math) and Principal (ELA). Through these PL meetings and observations we can determine the direction of our school and create goals to ensure that our methods are effective for school culture and PL.

## 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	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4d. Growing and Developing Professionally</a> <a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	82. Observes and Evaluates Staff and Gives Feedback to Staff 86. Professional Development Provided for Staff
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

1 2 3 4

The school budget will be aligned to maximize the learning of all our students. Staff credentials and schedules are in place to meet and exceed student academic and SEL learning and growth. Current funds spending patterns and staff schedules, MTSS schedules and records, afterschool programs, and Saturday academy. Student usage and performance rates on Khan, Reflex Math, Raz-Kids, Lexia, NewsELA Pro and easyCBM. The Master Schedule is completed using the CPS Instructional Time Guidelines with Block Guidelines to ensure maximum instructional time and academic engagement. We will continue to seek and obtain grants to support areas of our highest needs such as EL, DL, math, reading, and science. Supplemental funding will be used to provide any additional resources to close the gap on our priority groups. Purchase ordering is streamlined to eliminate any delays and my budget clerk is constantly learning new initiatives. Teachers will receive feedback on current classroom observation in accordance with prior feedback to assess and address any areas of weaknesses and strengths. We have created an atmosphere of positivity by acknowledging the celebrations and gains of our faculty and students. We will conduct surveys and hold community meetings (BAC, PAC, LSC) to help those stakeholders become partners in the learning process and complement the culture we have established here.

## 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>

**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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Curriculum that is aligned for math - Eureka that specifically covers the math practices and standards. For ELA - the curriculum used is the Dr. Radner scope and sequence (teacher.depaul.edu)aligned to the CCSS for each grade level. Instruction for EL's add modifications as per year in program and proficiency levels. In addition, libraries in the bilingual classrooms will be updated to reflect native language texts. Our ELPT will service high need rooms for addition language support. DL learners have access to grade level work with supports and modification according to IEP's. Advanced learners have enrichment classes according to daily schedules of Resource Teachers. After examining the formative data teachers will provide reengagement and determine mastery and pace in accordance with the CCSS and our Scope and Sequence. Teacher will thoroughly analyze Dr.Radner's guide and ISBE's math Live Binders to utilize the "big ideas." Within our PLP's we will continue to have teachers, students, and parents be able to articulate their content goals, data goals and expectation goals. To create online portfolios that students and staff can view year to year for instructional and reflective practices. We are partnering up with LEAP innovations to increase teacher capacity to implement student ownership and accountability of their learning. The school's curriculum will encompass all of general education including, but not limited to, Diverse Learners, English Learners, and MTSS. Use of English and native language will be used to accommodate and differentiate to help implement any initiatives we've deemed relevant. Our gifted course/classes will be disaggregated to distinguish the programs ability to provide an enriched rigorous instruction/curriculum to meet the needs of our gifted students by .5 to 1.0 years above grade-level. We will also incorporate our technology capabilities by integrating web-based learning such as Kahn Academy, Reflex Math, RazKids, News ELA, Lexia and with the addition of Think Cerca in the fall of 2018.

**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

- ✓ [CPS Content Frameworks: Math, Science, Social Science, and Literacy](#)
- ✓ [CPS Literacy Scope and Sequence](#)
- ✓ [CPS Math Scope and Sequence Guidance](#)
- ✓ [Digital Citizenship Curriculum](#)
- ✓ [K-12 Financial Literacy Guide](#)
- ✓ [Personal Finance 3.0 Course](#)
- ✓ [Physical Education Scope & Sequence](#)
- ✓ [Health Education Scope & Sequence](#)
- ✓ [Interdisciplinary African & African American Studies Curriculum](#)
- ✓ [Interdisciplinary Latino and Latin American Studies Curriculum](#)

#### Instructional Materials:

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

Score

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We use a variety of programs to support differentiation. Khan Academy, Learning Continuum, RAZ Kids, Reflex Math, Lexia, NewsELA Pro and project based instruction in addition to any resources that support current student language needs, application and pedagogy. These programs have been selected because they include a curriculum based on the CCSS and are customized to meet individual student needs. The programs are developmentally appropriate as they track and provide data aligned to student mastery and growth. These technological programs will be available to all students including priority groups. These programs are an integral part of the learning experience and will also be available at home. Students will also have the opportunity to make choices about instructional materials and goals as they track their progress and adjust as needed through the PLP student accountability. Alternative pathways are achieved by the implementation of weekly/biweekly menus that support student choice in the demonstration of mastery. In addition Electives will be added to the daily schedule (6th - 8th grades) for 2018-19 that encourage college and career readiness application.

#### Guide for Instructional Materials

Instructional materials (including technology) are.....

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
  - Are selected and adapted based on learning objectives and learner needs.
  - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
  - Student outcomes and developmental appropriateness determine when and who will use the materials.
  - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
  - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
  - Materials are in English and native language for English learners.
  - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
  - Students interact with instructional materials to engage all modalities in the learning process.
  - Technology is integral to students learning experiences.
  - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
  - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
  - The teacher models effective use of various materials.
  - Students understand that materials are a means to acquire language, knowledge, and competencies.
  - Technology enhances students' higher order, creative thinking and problem solving.
  - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
  - Students make choices about instructional materials as part of learning.



- Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
- Consumables are often non-print supplies that promote active, hands-on learning.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <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	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction
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	A3. Allocates Resources to Support Student Learning, Prioritizing Time
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)

Score

1 2 3 4

We currently review student work samples during principal grade level meeting. Teachers have a grade level binder to collect and review student work samples at each grade level. Through high learning expectations and implementation of the PLP we will develop structures of accountability that enable perseverance and create an environment of responsibility of high quality work. Students will be encouraged from teacher feedback and revision opportunities. Using Eureka and Dr.Radner ensures that all tasks and curriculum are standard-based and aligned. Learning objectives are directly related to the "big idea" and lesson and are used to help facilitate the lesson. Breaking down the Live Binders and Dr.Radner's lesson structure (on-line) the lesson will build upon and progress on multiple standards. ELA, Math, Science, Social Studies and Writing will focus on comprehension, citing evidence (justification) and tasks across disciplines. Lesson plans will reflect focus, coherence and rigor while providing students with multiple opportunities to create authentic work.

Time management skills for students have been implemented in 2nd - 6th during the 2017-18 and will continue to encompass all 6th - 8th in 2018-19 school year.

## 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	✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<a href="#">1.d. 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	
✓	<a href="#">Teaching for Robust Understanding in Mathematics (TRU Math)</a>
✓	<a href="#">Math Practices: What to Look For Observation Tool</a>
✓	<a href="#">Checking In: Do Classroom Assignments Reflect Today's Higher Standards?</a>
✓	<a href="#">Student Work Protocol (EQIP)</a>
✓	<a href="#">Slice Protocol – Looking at Student Work</a>

### Transitions, College & Career Access & Persistence:

Score

1 2 3 4

The school creates pathways to success built on a vision in which all students leave secondary school with a clear plan for their initial postsecondary destination, whether in apprenticeship training, work, or college. All students have equal access to college preparatory curriculum to be successful. The school is characterized by structures for developing early postsecondary awareness and the knowledge and skills that lay the foundation for the academic rigor and social development necessary for college and career success. Students are equipped with the confidence in their ability to implement and adapt their plan throughout their lives as they and the world around them change. This vision sees students as the architects of their own lives. (adapted from Creating Pathways to Success, Ontario)

#### Narrative

Our School Counselor will work with 6th, 7th and 8th grade students to complete their Individual Learning Plans on Naviance. The School Counselor will also hold workshops for 6th and 7th grade parents on Go CPS and high school options. In the Fall our school will host a high school fair and invite 6th - 8th students and their parents to attend. In the Spring our school will host a career exploration event for all students K - 8. The School Counselor will work with administration and the Reading Specialist to review the book lists for each grade level and identify opportunities for integrating career education. The School Counselor will organize educational field trips for students to learn about STEAM careers. The School Counselor will collaborate with the 6th and 7th grade math teachers to identify students who are eligible to take Algebra and the Selective Enrollment exam. The School Counselor will hold workshops for 6th - 8th to apply for city wide enrichment programs to support their career identity development. The school will continue to host a talent show and quarterly opportunities for students to display or discover their personal talents. Academic talents will also be provided such as Math competitions, Reading Young Author's and Literacy Fair and Science Competitions and STEAM.

#### SMART GOALS:

- School Counselor will complete the Chicago Equity and Access Advising Credential (CEAAC) for elementary School Counselors by June 2019.
- 100% of 6-8th grade students will complete their Individual Learning Plans on Naviance by June 2019.
- 100% of Selective Enrollment eligible 8th grade students will attend at least 1 selective enrollment Open House
- 100% of teachers will incorporate a Classroom level Career day by March 2019
- 6th – 8th grade classrooms will participate in at least 1 College/Career site visit by June 2019
- School Counselor will host 3 Parent Educational Nights: High School Applications, Social Emotional Learning and Career Exploration for students by May 2019
- School Counselor will organize 1 High School Fair by December 2018
- School Counselor will organize 1 school-wide Career Day event by May 2019

### 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	<ul style="list-style-type: none"> <li>✓ Data on college visits and college fair information</li> <li>✓ Naviance Identity Data</li> <li>✓ Scholarships earned</li> <li>✓ Artifacts, plans, or timelines related to successful transitions structures</li> <li>✓ To &amp; Through data</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ College Enrollment, Persistence, Drop Out, and Attendance Rates</li> <li>✓ Early College and Career Credentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Supportive Environment</li> </ul>
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> <li>✓ Everything College</li> <li>✓ CPS Advisory Framework</li> <li>✓ Preventing college plans from melting away</li> <li>✓ To &amp; Through Project</li> <li>✓ Redefining College &amp; Career Readiness</li> <li>✓ College Success</li> </ul>	<ul style="list-style-type: none"> <li>✓ CPS College Persistence Toolkit</li> <li>✓ Meaningful Linkages Between Summer Programs, Schools, and Community</li> <li>✓ From HS to the Future (CCSR, 2006)</li> </ul>
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

### Instruction:

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

### Score

1 2 **3** 4

In the fostering of students becoming self-directed learners. To begin the process we are currently attending workshops for the Summer Design Program. We are partnering with LEAP innovations to create a prototype of personalized student learning plans. In addition to having objectives aligned to the CCSS and the "Big Idea" students will be able to articulate the learning objective through written and verbal communication. This can be observed and discussed through classroom observations and teacher facilitation. During classroom discussions students can conceptualize understanding by making connections to their interests, knowledge and experiences. To ensure genuine discussion teachers must guide dialogue and enable student to contribute by explaining to their classmates. Teachers will use different technique to ensue questions and elicit further discussion by having student engage one another. Scaffold instruction will be recorded in student PLP's and individual/groups of students will be targeted specifically through informal and formal data.

## 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	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">3a. Communicating with Students</a></li> <li><a href="#">3b. Using Questioning and Discussion Techniques</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">3d. Using Assessment in Instruction</a></li> <li><a href="#">3e. Demonstrating Flexibility and Responsiveness</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>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>✓ <a href="#">CPS Framework for Teaching with Critical Attributes</a></li> <li>✓ <a href="#">CPS Framework for Teaching Professional Learning Modules</a></li> <li>✓ <a href="#">CPS Framework for Teaching Professional Learning Opportunities</a></li> <li>✓ <a href="#">Special Education Addendum</a></li> <li>✓ <a href="#">English Language Learner Addendum</a></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.

The math curriculum comes with embedded with formative assessments, summative assessments, and interim assessment. ELA uses mastery-summative assessment on Compass, formative RAZ kids, easy CBM, skill survey assessment on NWEA. Multiple measures, in addition to district assessments, will be used such as easy CBM for MTSS, Compass for mastery and Skills Survey for goal tracking. Once specific gaps have been identified teachers/grade levels will be able to employ direct accommodations to targeted areas for individual and groups of students. English Learners will be a group, along with MTSS and Diverse Learners, whose data will be disaggregated to determine if the features of Universal Design are implemented with fidelity. Once all the data has been aggregated and disaggregated data reports will be analyzed by teachers, administration, departments, coaches, grade levels, and ILT. Gradebook audits are done biquarterly to ensure consistency, fairness and balance across all grade level and content areas. It is stressed that grades not be used as a form of punishment. Students will also keep track of their assignments and grades, including cumulative, to set and track grade goals.

## 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	<a href="#">Curriculum &amp; Instruction</a>
	<a href="#">1.c. Selecting Learning Objectives</a>
CPS Framework for Teaching	<a href="#">1.e. Designing Student Assessment</a>
	<a href="#">3.d. Using Assessment in Instruction</a>
	<a href="#">4.a. Reflecting on Teaching &amp; Learning</a>
	<a href="#">4.b. Maintaining Accurate Records</a>
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:

Score

1 2 3 4

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.

We have a formal MTSS program established at our school. Students have been identified and are tracked using MTSS recording sheets of skills and content covered. Students are progressed monitored every 3 weeks using easyCBM. Classroom teachers and MTSS coaches meet monthly to review student progress and next steps. Interventions will be implemented in a timely and effective manner by benchmarking students on a regularly scheduled formative assessment. In MTSS, students who receive the explicit instruction from a MTSS provider will have up-to-date individual profiles that include skills of need, resources used, and result. These individual portfolios are kept to track the goals set for each MTSS Tier 3 student. Tier 1 and 2 students will be tracked using in-class formative assessments and curriculum/instruction adjusted as needed such as small groups and scaffold tasks. Each student from all tiers have the opportunity to show mastery and may be exited or entered into the Tier 3 interventions for further intervention. Tier 2 and 3 students will have goals imbedded into their PLP to support all stakeholders working with these studentsd the ability to support the student staying on track.

## 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	<ul style="list-style-type: none"> <li>✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use)</li> <li>✓ Evidence of Personal Learning Plan (PLP) implementation</li> <li>✓ Integrated data system that informs instructional choices</li> <li>✓ Flexible learning environments</li> <li>✓ Use of student learning plans</li> <li>✓ Use of competency-based assessments</li> <li>✓ Use of personalized learning rubric</li> <li>✓ Evidence of On Track monitoring and supports</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ Attendance Rates</li> <li>✓ Course success rates (e.g. grade distributions, pass/failure rates)</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1a. Demonstrating knowledge of content and pedagogy</a></li> <li><a href="#">1b. Demonstrating Knowledge of Students</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> <li><a href="#">2d. Managing Student Behavior</a></li> <li><a href="#">3d. Using Assessment in Instruction</a></li> <li><a href="#">3e. Demonstrating Flexibility and Responsiveness</a></li> <li><a href="#">4b. Maintaining Accurate Records</a></li> </ul>
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

Expectations for Quality & Character of School Life

6 of 6 complete

**Culture for Learning:**

Score

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.

1 2 3 4

Grade level meeting regularly scheduled, Principal led grade level meetings, Department meetings, Professional Development, workshops, Network professional development, individualized teacher-principal meetings and student surveys.

**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>
<a href="#">MTSS Framework Curriculum &amp; Instruction</a>	
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

Improved differentiation plans for students, attendance at regularly scheduled meetings, teacher led meetings and professional development. Believing all learners can achieve and building student self confidence in academic goals. Evidence of results provided in staff, student, and parent surveys. Continued use of the SEL program Second Step through the partnership with the University of Illinois.

### 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	<a href="#">1b. Demonstrating Knowledge of Students</a> <a href="#">2a. 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/sei)</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:

Score

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.

1 2 **3** 4

Students regularly attend before or after school activities. Science/Engineering Club, Student Counsel, Math Club, Battle of the Books, Art Therapy, Intramural Sports, Sports Teams, Book Club, tutoring, guitar classes,, Talent club, Mural Painting, MSI - STEM, Federal EPA - Green Air monitoring bench - computer program and Dance.

## 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>• MVMS Student Survey completion rates and results</li> <li>• Artifacts from student-run organizations and events (including SVG)</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

Students and parents feel the environment is safe according to the MVMS survey for SY17-18. We have added additional training

### 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> <li>✓ School Climate Standards Rubric/Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <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	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
<b>NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING</b>	
	✓ <a href="#">Social Emotional Learning Supports (cps.edu/sei)</a>

### 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

Score

1 2 3 4

effectively changes student behavior using a menu of instructive, corrective and restorative responses.

We received training in Restorative Practices, CHAMPS, and SEL. Practices are used to support a strong and consistent academic learning environment. Respectful behavior is evident by all stakeholders in the building and students have a refresher mid-year check-in. Reflective practice is used by students and staff as corrective and restorative.

### Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
  - A team meets regularly to organize systems that support a restorative environment.
  - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
  - Well-managed routines and transitions maximize instructional time.
  - Engage families as partners.
  - Contact families frequently to inform them of positive student behavior and progress.
  - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
  - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
  - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
    - Use data to determine which behaviors should be retaught or more heavily reinforced.
  - Explicitly teach expected behavior and positively reinforce consistently school-wide.
  - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
  - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
  - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
  - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors. Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
  - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
  - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
  - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
  - Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

### Evidence, Measures, and Standards

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

### Parent and Family Partnership:

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

Score

1 2 3 4

We have full active BAC, PAC, and PTO. In addition, we have 2 ESL classes for parents, 1 GED class for parents, Citizenship classes, and computer classes for parents. During regular parent PAC meetings, Class DoJo, select teachers present examples of instruction for parents to develop and understanding of what's expected at various grade levels.

## 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	
Suggested Evidence	<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> <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 ☐ = Not of focus
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for depth & breadth of Quality Teaching: Instruction	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐

3	Expectations for depth & breadth of Student Learning: Curriculum	1	2	3	4	5	⊖
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1	2	3	4	5	⊖
3	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊖
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊖
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1	2	3	4	5	⊖
4	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1	2	3	4	5	⊖
4	Culture of & Structure for Continuous Improvement: Professional Learning	1	2	3	4	5	⊖
4	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	⊖
4	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊖
4	Expectations for Quality & Character of School Life: Parent and Family Partnership	1	2	3	4	5	⊖
4	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊖
4	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊖

Goals

Required metrics (Elementary)

18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
<b>National School Growth Percentile - Reading</b>					
To increase our growth percentile by 3% each year fostering a continued instructional rigor in reading to meet college and career readiness standards for all our students (EL, DL, & Gen Ed.)	88.00	76.00	79.00	83.00	(Blank)
<b>National School Growth Percentile - Math</b>					
To increase our growth percentile by 3% each year fostering a continued instructional rigor in math to meet college and career readiness standards for all our students (EL, DL, & Gen Ed.)	68.00	81.00	84.00	84.00	(Blank)
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>					
Over two years to increase the percent of students meeting/exceeding national average growth norms at each grade level 3rd - 8th with an overall school increase of 5% percent each year.	64.10	65.30	68.00	70.00	(Blank)
<b>African-American Growth Percentile - Reading</b>					
N/A	(Blank)	(Blank)	0.00	0.00	(Blank)

Hispanic Growth Percentile - Reading

To increase our Hispanic reading growth percentile by 3% percent each year with the goal of closing the achievement gap and meet college and career readiness standards. This group is representative of our majority population.

89.00	75.00	78.00	78.00	(Blank)
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**English Learner Growth Percentile - Reading**

To increase the reading growth of our English Language Learners by .25% percent each year. This rigorous goal is to close the achievement gap for this sub group. Interventions and additional language supports.

87.00	34.00	40.00	40.00	(Blank)
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**Diverse Learner Growth Percentile - Reading**

To increase our Diverse Learners reading growth percentile in reading by 8% each year over the next two years. This goal will support closing the achievement gap for this sub group.

82.00	(Blank)	82.00	82.00	(Blank)
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**African-American Growth Percentile - Math**

N/A

(Blank)	(Blank)	0.00	0.00	(Blank)
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**Hispanic Growth Percentile - Math**

To increase our Hispanic Math growth percentile by 4% percent each year with the goal of closing the achievement gap and to meet college and career readiness standards. This group is representative of our majority population.

69.00	80.00	83.00	84.00	(Blank)
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**English Learner Growth Percentile - Math**

To increase the Math growth of our English Language Learners by 10% percent each year. This rigorous goal is to close the achievement gap for this sub group.

76.00	27.00	37.00	37.00	(Blank)
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**Diverse Learner Growth Percentile - Math**

To increase the math growth percent by 3.5% each year to keep up with the Diverse Learner's learning trend and goal of all learners meeting and exceeding growth goals annually.

47.00	(Blank)	51.50	51.50	(Blank)
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**National School Attainment Percentile - Reading (Grades 3-8)**

To increase our national school attainment percentile in reading by 10% percent each year over the next 2 years. This will support students maintaining skills from one year to the next and assuring our students meet college and career standards.

72.00	79.00	82.00	82.00	(Blank)
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**National School Attainment Percentile - Math (Grades 3-8)**

To increase our national school attainment percentile in mathematics by 3% percent each year over the next 2 years. This will support students maintaining skills from one year to the next and assuring our students meet college and career standards.

68.00	76.00	78.00	79.00	(Blank)
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**National School Attainment Percentile - Reading (Grade 2)**

To increase our national school attainment percentile in reading for 2nd grade by 4% percent each year over the next 2 years. This will support students maintaining skills from one year to the next and assuring our students meet college and career standards.

61.00	56.00	60.00	60.00	(Blank)
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**National School Attainment Percentile - Math (Grade 2)**

To increase our national school attainment percentile for 2nd grade in reading by 12 percent to meet expectations of college and career readiness standards for the benchmark 3rd grade and beyond.

59.00	50.00	53.20	53.00	(Blank)
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**% of Students Making Sufficient Annual Progress on ACCESS**

To increase by 8% each year the percent of English Language students making sufficient progress in their acquisition of the English language.	37.30	(Blank)	40.00	45.00	(Blank)
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**Average Daily Attendance Rate**

To increase/maintain the daily attendance rate at/above the 96% percent rate to assure students are in school daily to receive the rigorous instruction needed to achieve college and career readiness standards.	96.00	95.70	95.70	95.00	(Blank)
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**My Voice, My School 5 Essentials Survey**

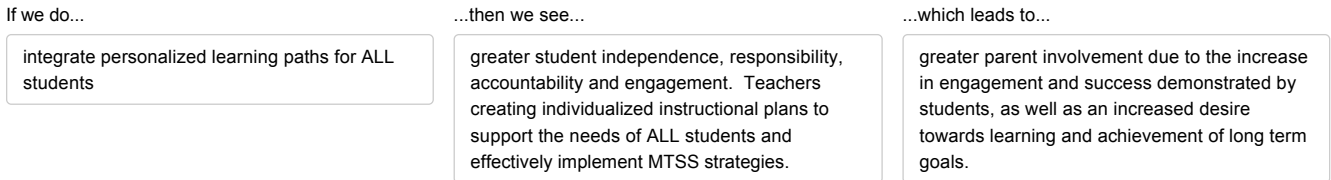
Provide more teacher collaboration and transparent communication between administration and staff.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics 0 of 0 complete

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**



Tags:  
Academic interventions, Academic achievement, Academic growth

Area(s) of focus:  
1

Action step	Responsible	Timeframe	Status
<p>create an electronic PLP format that is student/teacher friendly and can be easily accessible and edited each year as the student moves from grade to grade.</p> <p>School Counselor will collaborate with administration and reading specialist to identify opportunities for intentional social emotional learning through K-8 Literacy curriculum. Our school staff will participate in a Trauma Informed workshop series by the University of Illinois. Grade level teams will choose one Civic learning project to engage students in service learning with the support of our School Counselor. The School Counselor will support school wide campaigns on kindness and mental health awareness. The School Counselor will lead a Behavioral Health team that will meet weekly to review teacher referrals for Tier II and Tier III Social Emotion Supports. The school will continue to partner with Catholic Charities to provide Tier III referrals for appropriate students. The School Counselor and School Social Worker will run Think First and SPARCS groups as Tier II interventions for students who are struggling with Anger Coping and Trauma.</p>	Administration/Techo Teachers Students Parents	Sep 1, 2018 to Jun 15, 2019	Not started

**Academic gain, Accountability, Personalized learning plan**

Provide Parents with information and resources for understanding Personalized Learning at Addams. Hold a sessions led by students and teachers implementing personalized learning during our beginning of the year Open House

Administration  
Teachers  
Instructional  
Coaches  
Bilingual  
Coordinator

Aug 27, 2018 to  
Jun 14, 2019

On-Track

**Champs, Multi-tiered support systems, Behavior mtss**

**SMART GOALS:**

- 100% of K – 8 teachers will complete at least 1 Civic engagement/Service Learning project by June 2018
- 100% of K – 8 teacher will be able to identify in their lesson plans at least one Social Emotional Learning standard
- 100% of the teaching staff will participate in the Trauma Informed teaching series by the University of Illinois by June 2020
- The Behavioral Health Team will present to staff a referral process to request Tier II and Tier III Social Emotional supports by September 2018.
- The School Counselor and School Social Worker will facilitate 2 Tier II groups each semester by June 2019.
- The Administration will present on Restorative Consequences to all staff and develop a menu of restorative consequences for teachers to refer to by August 2018

Administration  
Counselor  
Teachers

Aug 27, 2018 to  
Jun 14, 2019

On-Track

**Strategy 2**

If we do...

Further integrate and use with fidelity educational technology in daily instruction and assessment for ELA, Math, Science.

...then we see...

increase in differentiation of instruction for ALL students including Gifted, EL, and Diverse Learners.

...which leads to...

greater student ownership, motivation and success in the achievement of meeting and/or exceeding individual goals and expectations.

Tags:

Personalized Learning, Academic supports, Academic achievement

Area(s) of focus:

1

Action step

Continue to use with fidelity our current educational technology tools including: Lexia (K-5), Newsela (3-8), Readworks (3-8) RAZ-Kids (K-5), Khan Academy (1-8), Reflex Math (K-4).

Responsible

Administration  
Teachers  
Students  
Parents

Timeframe

select

Status

Not started

**Differentiation, Individualized instruction**

Our School Counselor will work with 6th, 7th and 8th grade students to complete their Individual Learning Plans on Naviance. The School Counselor will also hold workshops for 6th and 7th grade parents on Go CPS and high school options. In the Fall our school will host a high school fair and invite 6th - 8th students and their parents to attend. In the Spring our school will host a career exploration event for all students K - 8. The School Counselor will work with administration and the Reading Specialist to review the book lists for each grade level and identify opportunities for integrating career education. The School Counselor will organize educational field trips for students to learn about STEAM careers. The School Counselor will collaborate with the 6th and 7th grade math teachers to identify students who are eligible to take Algebra and the Selective Enrollment exam. The School Counselor will hold workshops for 6th - 8th to apply for city wide enrichment programs to support their career identity development. The school will continue to host a talent show and quarterly opportunities for students to display or discover their personal talents. Academic talents will also be provided such as Math competitions, Reading Young Author's and Literacy Fair and Science Competitions and STEAM.

Administration  
Counselor  
Teachers  
Students  
Parents

Aug 27, 2018 to  
Jun 14, 2019

Not started



Strategy 3

If we do...

create classroom environments (set-up, space) that lends itself to effective, rigorous personalized learning instruction.

...then we see...

students that feel comfortable and confident in their learning environment due to work spaces that are conducive to their learning style as well as the ability to have all materials and resources to ensure their success at their fingertips. Classrooms will be organized and set-up to meet their academic learning needs.

...which leads to...

increase in student engagement and enthusiasm for learning as well as a greater sense of accountability and responsibility for their learning. Students will always know what to do next. They will know that there is ALWAYS something to be done. Those that are ready may move on and dig deeper into a topic, while others that need more assistance will be able to have that. This will lead to more rigorous classroom activities and improved student behavior.

Tags:

Rigorous tasks, Classroom management, Classroom environment

Area(s) of focus:

3

Action step

Responsible

Timeframe

Status

Teachers will attend a PD session at beginning of 2018-19 school year to focus on creating a personalized learning classroom environment. Teachers will be provided with layouts of possible classroom set-ups conducive to personalized learning. They will be asked to consider selecting a layout or one of their choosing to implement at the start of the 2018-2019 school year. They will be given time to effectively set-up rooms, and resource areas (ie: supplies, classroom libraries, centers, work stations) as well as rid their rooms of unnecessary and or obsolete items to begin their year with this personalized learning model in place.

Administration  
Instructional  
Coaches  
Teachers

Aug 27, 2018 to  
Jun 14, 2019

Not started

**Personalized Learning, Classroom environment, Learner ownership**

Focus on understanding the child and the preferred learning modality. Providing movement within the classroom that leads to student - learner ownership fostering an level of perseverance and attention to detail in learning.

Students  
Teachers

Aug 27, 2018 to  
Jun 14, 2019

Not started

**21 century skills**

Student learning to include the following:  
Collaboration and teamwork.  
Creativity and imagination.  
Critical thinking.  
Problem solving.

Students  
Teachers  
Academic Coaches

Aug 27, 2018 to  
Jun 14, 2019

Not started

Strategy 4

If we do...

consistently and effectively utilize small group reading instruction

...then we see...

greater student mastery of foundational reading skills as well as acceleration of reading achievement among high achieving students.

...which leads to...

student ability to complete more rigorous tasks and ultimately overall growth in our NWEA reading scores and greater success among our students in meeting and achieving their individual goals.

Tags:

Academic supports, Academic rigor

Area(s) of focus:

3

Action step

Responsible

Timeframe

Status

Teachers will analyze with fidelity all data that is available. This includes NWEA scores, reports from ed tech tools, and classroom assessments to continually determine instructional grouping

Administration  
Reading Coach  
Teachers

select

On-Track

**Differentiated instruction, Academic supports, Academic rigor**

Strategy 5

If we do...

establish consistent methods of formative and summative assessment

...then we see...

students that know and understand expectations

...which leads to...

greater student success and overall achievement in terms of mastery of key concepts, grades and standardized testing.

Tags:

Assessment design, Mastery

Area(s) of focus:

4

Action step

Teachers will attend PD at beginning of the year focused on assessment. They will be asked to create their Quarter 1 assessments (implementing system of backwards design) both formative and summative. They will be given suggestions in terms of formats and tools to utilize during PD so that a consensus can be made as to what will work most effectively for their grade level or grade band.

Responsible

Administration  
Reading Coach  
Teachers

Timeframe

select

Status

On-Track

Action Plan

Strategy 1

NOT STARTED

create an electronic PLP format that is student/teacher friendly and can be easily accessible and edited each year as the student moves from grade to grade. School Counselor will collaborate with administration and reading specialist to identify opportunities for intentional social emotional learning through K-8 Literacy curriculum. Our school staff will participate in a Trauma Informed workshop series by the University of Illinois. Grade level teams will choose one Civic learning project to engage students in service learning with the support of our School Counselor. The School Counselor will support school wide campaigns on kindness and mental health awareness. The School Counselor will lead a Behavioral Health team that will meet weekly to review teacher referrals for Tier II and Tier III Social Emotion Supports. The school will continue to partner with Catholic Charities to provide Tier III referrals for appropriate students. The School Counselor and School Social Worker will run Think First and SPARCS groups as Tier II interventions for students who are struggling with Anger Coping and Trauma."

Sep 01, 2018 to Jun 15, 2019 - Administration/Techo Teachers Students Parents

Status history

Apr 27

NOT STARTED

Apr 27, 2018

Evidence

Students PLPs are being reviewed and updated on a regular basis (at the minimum quarterly) by all stakeholders. All students are showing growth with grades, assessments and overly mastery of content. Students are able to articulate where they are and where they need to go. Teachers review plans and make modifications to instruction accordingly. Administrators and Instructional Coaches review curriculum, lesson plans, and assessments bi-weekly to ensure individual student needs are being met and overall growth is being achieved. Parents review PLPs with their children and visit the Parent Portal bi-weekly.

ON-TRACK

Provide Parents with information and resources for understanding Personalized Learning at Addams. Hold a sessions led by students and teachers implementing personalized learning during our beginning of the year Open House"

## Status history



**ON-TRACK** Sep 18, 2018  
**Evidence**  
 Parent Meeting - Orientation 8/30/2018 and again on 9/21/2018.

**NOT STARTED**  
 Apr 27, 2018  
**Evidence**  
 Parents will understand our goals and interest in their child's success. They will provide the necessary support for improving the home/school connection. Student responsibility for learning and overall achievement will increase as a result.

**ON-TRACK**  
 SMART GOALS: · 100% of K – 8 teachers will complete at least 1 Civic engagement/Service Learning project by June 2018 · 100% of K – 8 teacher will be able to identify in their lesson plans at least one Social Emotional Learning standard · 100% of the teaching staff will participate in the Trauma Informed teaching series by the University of Illinois by June 2020 · The Behavioral Health Team will present to staff a referral process to request Tier II and Tier III Social Emotional supports by September 2018. · The School Counselor and School Social Worker will facilitate 2 Tier II groups each semester by June 2019. · The Administration will present on Restorative Consequences to all staff and develop a menu of restorative consequences for teachers to refer to by August 2018"

## Status history



**ON-TRACK** Sep 18, 2018  
**Evidence**  
 Started Elective classes on Fridays 1st - 8th grade - student selected focus on soft skills of learning - communication skills.

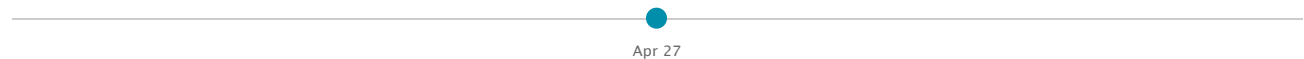
**NOT STARTED**  
 Apr 27, 2018  
**Evidence**  
 The School Counselor will lead a Behavioral Health team that will meet weekly to review teacher referrals for Tier II and Tier III Social Emotion Supports. The school will continue to partner with Catholic Charities to provide Tier III referrals for appropriate students. The School Counselor and School Social Worker will run Think First and SPARCS groups as Tier II interventions for students who are struggling with Anger Coping and Trauma.

### Strategy 2

**NOT STARTED**  
 Continue to use with fidelity our current educational technology tools including: Lexia (K-5), Newsela (3-8), Readworks (3-8) RAZ-Kids (K-5), Khan Academy (1-8), Reflex Math (K-4)."

- Administration Teachers Students Parents

## Status history



**NOT STARTED**  
 Apr 27, 2018  
**Evidence**  
 Instructional Coaches work with teachers to review data from ed tech tools to track usage, progress, areas of concern and mastery (at a minimum of) bi-weekly. Administration reviews information gathered from Instructional Coaches at bi-weekly grade level meeting. Instruction and goals are adjusted based on student progress.

**NOT STARTED**  
 Our School Counselor will work with 6th, 7th and 8th grade students to complete their Individual Learning Plans on Naviance. The School Counselor will also hold workshops for 6th and 7th grade parents on Go CPS and high school options. In the Fall our school will host a high school fair and invite 6th - 8th

students and their parents to attend. In the Spring our school will host a career exploration event for all students K - 8. The School Counselor will work with administration and the Reading Specialist to review the book lists for each grade level and identify opportunities for integrating career education. The School Counselor will organize educational field trips for students to learn about STEAM careers. The School Counselor will collaborate with the 6th and 7th grade math teachers to identify students who are eligible to take Algebra and the Selective Enrollment exam. The School Counselor will hold workshops for 6th - 8th to apply for city wide enrichment programs to support their career identity development. The school will continue to host a talent show and quarterly opportunities for students to display or discover their personal talents. Academic talents will also be provided such as Math competitions, Reading Young Author's and Literacy Fair and Science Competitions and STEAM."

Aug 27, 2018 to Jun 14, 2019 - Administration Counselor Teachers Students Parents

## Status history

Apr 27

NOT STARTED

Apr 27, 2018

### Evidence

· School Counselor will complete the Chicago Equity and Access Advising Credential (CEAAC) for elementary School Counselors by June 2019. · 100% of 6-8th grade students will complete their Individual Learning Plans on Naviance by June 2019. · 100% of Selective Enrollment eligible 8th grade students will attend at least 1 selective enrollment Open House · 100% of teachers will incorporate a Classroom level Career day by March 2019 · 6th – 8th grade classrooms will participate in at least 1 College/Career site visit by June 2019 · School Counselor will host 3 Parent Educational Nights: High School Applications, Social Emotional Learning and Career Exploration for students by May 2019 · School Counselor will organize 1 High School Fair by December 2018 · School Counselor will organize 1 school-wide Career Day event by May 2019

### Strategy 3

NOT STARTED

Teachers will attend a PD session at beginning of 2018-19 school year to focus on creating a personalized learning classroom environment. Teachers will be provided with layouts of possible classroom set-ups conducive to personalized learning. They will be asked to consider selecting a layout or one of their choosing to implement at the start of the 2018-2019 school year. They will be given time to effectively set-up rooms, and resource areas (ie: supplies, classroom libraries, centers, work stations) as well as rid their rooms of unnecessary and or obsolete items to begin their year with this personalized learning model in place."

Aug 27, 2018 to Jun 14, 2019 - Administration Instructional Coaches Teachers

## Status history

Apr 27

NOT STARTED

Apr 27, 2018

### Evidence

Classrooms that are free of clutter and are effectively set-up with the personalized learning model in mind. Rooms will have alternative seating options, classroom libraries will be organized with a check-out system in place. Work stations and centers will be set up to reflect the focus of current instruction. Upon observation, student movement and working throughout the room will be free flowing with students clearly understanding where they need to be and how they need to work to achieve their goals.

NOT STARTED

Focus on understanding the child and the preferred learning modality. Providing movement within the classroom that leads to student - learner ownership fostering an level of perseverance and attention to detail in learning."

Aug 27, 2018 to Jun 14, 2019 - Students Teachers

## Status history

Apr 27

NOT STARTED

Apr 27, 2018

### Evidence

Students enhancing the instructional practices, creating the rubrics for evaluating work, and presenting materials to peers, teachers, and parents.

NOT STARTED

Student learning to include the following: Collaboration and teamwork. Creativity and imagination. Critical thinking. Problem solving."

## Status history

Apr 27

NOT STARTED

Apr 27, 2018

### Evidence

Using reflection journals/ goal setting/ conferencing one to one- Students are able to articulate where they are and where they need to go. Students can find problems and work with peers and community to create solutions. Students present projects to peers, parents & communities, and in city/state competitions.

### Strategy 4

ON-TRACK

Teachers will analyze with fidelity all data that is available. This includes NWEA scores, reports from ed tech tools, and classroom assessments to continually determine instructional grouping"

- Administration Reading Coach Teachers

## Status history

7. May 21. May 4. Jun 18. Jun 2. Jul 16. Jul 30. Jul 13. Aug 27. Aug 10. Sep

ON-TRACK

Sep 18, 2018

### Evidence

Completed professional development sessions with sign-in sheets, scope and sequence, and monitoring dates for checking in on progress.

BEHIND

Apr 27, 2018

### Problem

Administration and/or Reading Coach will meet with teachers during biweekly meetings to ensure that all data is being reviewed and that student groups are continually being updated to reflect current student needs.

### Root Cause

### Next steps

### Strategy 5

ON-TRACK

Teachers will attend PD at beginning of the year focused on assessment. They will be asked to create their Quarter 1 assessments (implementing system of backwards design) both formative and summative. They will be given suggestions in terms of formats and tools to utilize during PD so that a consensus can be made as to what will work most effectively for their grade level or grade band."

- Administration Reading Coach Teachers

## Status history

7. May 21. May 4. Jun 18. Jun 2. Jul 16. Jul 30. Jul 13. Aug 27. Aug 10. Sep

ON-TRACK

Sep 18, 2018

### Evidence

Established a full year scope & sequence for all content subjects. Presented to staff when interim assessments and progress monitoring assessments will be given.

Scheduled data review sessions bi-weekly with next steps.

BEHIND

Apr 27, 2018

### Problem

This will be an on-going process. Teachers will be asked to turn in their assessments prior to the start of each Qtr. along with their lesson plans. They will be reviewed and feedback will be provided by Administration and Reading Coach as we work towards building consistency in assessments school-wide. Assessment will be an on-going discussion at bi-weekly grade level meetings.

### Root Cause

### Next steps

## 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.

The school has an established PAC committee that posts and holds regular monthly meetings. The parents create an agenda around school improvement and submit minutes after each meeting. In addition to the PAC committee, there is a BAC committee, an LSC, a CIWP committee, and a monthly coffee with the principal where agendas are created, meetings are posted, and minutes are submitted and posted for view of all parents.

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

In the 2018-2019 school year the protocols required for scheduling a PAC annual meeting will be followed. The notice will be posted on Facebook, the jaddams.org webpage, the Marquee, and on class DoJo via text and emails. The Title 1 Annual and PAC Organizational meeting will be held on September -- 2018.

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.

The information about the Title 1 programs (curriculum, assessments, supports) will be provided in the Summer Parent mailings and on the Parent Back to School nights in September. A power point called the Addams - State of the School will be presented to all parents at each grade level. In addition, during the Jane Addams Annual meeting on September \_\_2018 the principal presented all of the Title one programs. Our school had well established PAC, BAC, and PTO committees. These meetings are scheduled monthly throughout the school year at various times of the day so all parents could attend at sometime during the year.

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.

Parents ask questions and responses are provided or written to be responded via email once an response can be provided. State student performance reports that arrive at the school are sent home to parents accompanied with any informational pages to assist parents in understanding the data. Parents who require further explanation are provided with an assessment session to deepen their knowledge of the state assessment at a scheduled parent assessment and strategy night.

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.

When it becomes known a teacher is not highly qualified to teach students in a content area or grade level, parents are mailed the formal letter (not highly qualified) to let them know immediately. When a teacher leaves on a family or maternity leave a parent is notified prior to the highly qualified teacher leaving so parents are informed on who will be replacing the classroom teacher for a period of time.

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.

Title 1 academic (curriculum, assessments, supports) will be provided in the Summer Parent mailings and on the Parent Back to School nights in September. A power point called the Addams - State of the School address will be presented to all parents at each grade level that highlights the assessment results from the prior year and the expectation for the current year. The school currently has 620 active parent portal users that allow parents to monitor their students academic progress and 716 parents are actively using class DoJo to receive whole school messages and classroom specific information. This will be encouraged to continue in the SY18. Academic expectation will be provided to parents in PAC parent workshops and on Data nights held every October.

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.

Addams in a partnership with Olive Harvey College provides ESL classes M & W 9am - 11am for parents. On T & Th parents take GED courses from 9am - 11am. In addition, through the PAC funds parents attend educational seminars on technology, science, art & music initiatives. The reading coach and principal hold reading support workshops and the math coach and AP hold math support sessions. Sessions are posted and an agenda and sign-in sheet are utilized.

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.

Through the PAC Committee, parents are provided with a survey to identify the highest need of the parents responding. Then vendors and/or local programs and agencies are contacted to support adult education based on these needs such as: housing assistance, job training, financial management, parenting, nutrition, and medical assistance. Our partnerships with neighborhood agencies allows us to provide some workshops for free, thus retaining more money for museum seminars to enhance the parents ability to support reading, math, & science curriculum at home. This year another great partnership was formed between the Office of Language and Cultural Education & Department of Literacy inviting bilingual parents for an educational workshop on various core subjects.

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.

Parent workshops are held at the school to support family literacy and early literacy more specific. A whole school -home read is held in October of each year and parents participate in a book club to support reading 20 minutes or more each night using a book the whole school is reading. The book is offered in English and Spanish and this allows the Addams reading department to model and support parents on how to establish a strong reading culture in their home. In addition, families are invited to enjoy leisure reading at home offering incentives if completed such as Deep River Water Park Tickets and Six Flags Read to Succeed Program. These programs include Grades K-6 and require parental involvement leading to a fun filled family outing if awarded.

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

All forms of communication to our parents have and will be translated. Class DoJo texts and emails are in English and Spanish. During all school parent meetings, parent workshops and family nights a translator is provided and the materials distributed are in both the native language needed (Spanish) and English.

#### Policy Implementation Activities

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

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

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

The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.

Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)

N/A

#### School-Parent Compact

Complete

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

Our mission at Jane Addams is to provide quality instructional programs that prepare students for college, careers and beyond. We will accomplish this through integration of technology, in reading, math, science with an emphasis on a STEAM curriculum embedded in all content areas. This will allow us to ensure all students not only meet or exceed national assessment standards but are prepared future global challenges. We will achieve this endeavor through collaborative efforts among parents, community members, and school personnel. Students will have a world class education leading them to a bright future.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

Parent teacher conferences are board scheduled on Wednesday, November 14, 2018 and again on Wednesday, April 10, 2019. Our school will hold informal parent teacher conferences as need by teacher or parent request before, during, or after-school throughout the school year. Promotional grades will conference quarterly with parents on their students 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.

Scheduled progress reports go out the 5th week of every quarter in the months of October, January, March, and May. In addition to these reports parents have access to parent portal to monitor their child's grades and attendance weekly. Standardized test results are provided annually to parents reporting on a child's yearly growth. Weekly communication with parents if necessary via Class DOJO.

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

The school uses CLASS DoJo which is connected directly to parents email accounts. Teachers and parents communicate daily if necessary on their child's academic progress. Teachers are available for a face to face conference before school, during a prep, or after school as needed.

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.



Parents are encouraged through a summer mailing to submit an online application to become a volunteer. Once approvals are received a schedule and a parent badge is created and provided to the classroom teacher the parent is volunteering support. In addition to classroom support parents are notified about school events they can volunteer for and the established parent committees BAC, PAC, and PTO. Meetings are posted at all exits and on Class Dojo and the school website.

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

Through the use of Parent Portal and Class Dojo parents have the ability to check their child's academic progress and attendance daily. Robo calls are made throughout the school year reminding parents to use class Dojo and 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 participate in educational decisions about their child's education during regular monthly parent meetings, informal parent-teacher conferences, LSC meetings, Coffee with the Principal meetings held monthly, submitting the yearly survey on school needs, and formally during report card pick-up days November and April each year.

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, teachers, and parents meet and place students on a learning plan. The plans are controlled by the students but monitored by the classroom teacher and parents. Teachers conference once a month with students and parents sign off on student progress every 5 week. Academic and attendance awards are provided quarterly for students meeting the plan 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.

To meet the rigor in instruction required to prepare our students for college and careers beyond elementary school parents will:  
 September 2018 - Parents will be provided with instruction on reading, math, and science at the beginning and half way through the year (February) by coaches.  
 October 2018 - Parents will participate in a practice NWEA & State assessments to better understand what is expected of their child at each grade level.  
 November 2018 - Parents will attend a STEM workshop at MSI as part of our 3rd year in a school-wide grant  
 December 2018 - Parents will be provided an SEL workshop by School counselor and Aunt Martha's  
 January 2019 - Parents will attend a 2nd in a series of STEM workshops at MSI  
 February 2019 - Parents mid-year instructional workshops by school coaches (ELA, Math, Science)  
 March 2019 - Parent workshop on raising a Teen in a world of social -media by Communities and School partnership  
 April 2019 - Parents will attend a College and Career workshop - Olive Harvey  
 May 2019 - Parents will participate in an Art Workshop - Museum of Contemporary Art

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.	\$ 1256	.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.	\$ 1200	.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)	\$ 0	.00

54505      **Admission and Registration Fees, Subscriptions and memberships**  
For Parents use only.

\$	900	.00
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<p>54205</p>**Travel**  
Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.

\$	350	.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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