



Mariano Azuela Elementary School / Plan summary

## 2018-2020 plan summary

### Team

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Team meetings

Date	Participants	Topic
03/06/2018	ILT	CIWP I-SEF review and Framework prioritization
03/13/2018	ILT	Cont. working on SEF ratings and evidence
03/20/2018	ILT	Cont. Rating and evidence -Expect. for Quality & Character of School life
04/03/2018	ILT	Identify goals and strategies
04/04/2018	Ms. Navarro & Parents' committes	work on parental involvement strategies
04/10/2018	ILT	Action steps
04/17/2018	ILT	continue Action steps and ensure alignment to goals and strategies
04/20/2018	Admin	review and finalize the CIWP

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.

1 2 3 4

-School vision and mission posted in every classroom  
-Teachers and other school staff develop the mission and vision at the beginning of the year, based on a consensus of all staff.  
-Administrators, teachers, aides, and volunteers all work with students and communicate about student behavior and academic progress.  
-Study Hall is held after school to help students make up missing assignments and catch up with their classwork.  
-Detention is held after school daily for behavior issues, following the Student Code of Conduct  
-Teacher/staff feedback solicited following staff development and PD days.  
-Teachers voluntarily participate on and lead committees to plan school functions, such as Literacy Night, Math Night, and Open House.i. - New programs and initiatives are rolled out over time (i.e., CCSS units/objectives, TMs)  
-Action plan, time frames are communicated  
-Admin and staff work to create Curriculum Maps and Scope and Sequence in Google Drive document, so it is accessible to everyone  
-School-wide programs are provided, such as Imagine Learning, , Khan Academy, Reading Plus, After School programs mandated after school for targeted group students , EL after school program  
-Every grade level k-8 takes STEM class, at least one semester per year. Program includes coding, Learn-storm, Robotics, Engineering. Enhanced the STEM initiative and hired a technology learning teacher.  
-Each student k-8 takes Literacy Enrichment classes, at least one semester per year.  
-During pre- and post-observation conferences, FFT is used and referred to when discussing instruction  
-PQS observations reference the FFT  
-Comply with Board policy to inform teachers about the Framework at the beginning of the year.  
- Data Deep dive during Beginning of the Year PD and School Improvement Plan days, PM session with teachers to plan for supporting all students and identify specific students to monitor.  
Incorporated small group/differentiated instruction based on data and

## 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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Engage in on-going inquiry such as Looking at IEPs, working on a plan for improving understanding of staff

- ILT created and follows an action plan for diverse learners
- Share leadership for improving teaching and learning with representative school members
- Different school members participate in ILT, such as administrators, classroom teachers, EL coordinator, Special Education teacher, counselor, psychologist
- As a team, we review data, problem-solve, and develop action plans
- ILT team delegates specific tasks to each member and Uses protocols and ask probing questions
- ILT follows protocol of meeting regularly (bi-weekly) and following an itemized agenda.
- ILT follows protocols and asks probing questions during meetings, such as checking the alignment of student work to instructional plans.
- ILT members disseminate information to grade level teams. Probing questions asked to check understanding.
- The ILT uses timely and relevant data/evidence sources such as NWEA, ACCESS, District Quarterly Benchmark Assessments and Classroom assessments to discuss instructional plans implementation as well as the enrichment programs/resources Imagine learning to evaluating the effectiveness on students achievement
- Members provide PDs for staff - Ms. Marquez provides WIDA PDs; Ms. Chin SEL PDs; Ms. Perez coordinates MTSS

### 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> <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 Framework for Teaching	<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>
CPS Performance Standards for School Leaders	
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Instructional Leadership Team Planning Tools</a></li> <li>✓ <a href="#">PLC and Mentoring Coaching Resources</a></li> </ul>

### Professional Learning:

Score

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

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- A. an action plan to support Diverse learners is in place for improving teachers practices and increase teachers awareness around the needs and the accommodation of diverse learners in the general ed. classrooms. 95% of staff participated to develop the plan.
  - i. Thinking Maps PL intended to improve writing across the curriculum, including specials classes also.
  - iii. Azuela Teacher Academies, created and developed by teachers, for teachers, based on teachers' needs
- VI Peer observation opportunities is provided to teachers with support from admin. About 22% of classroom teachers are participating in peer observation.
- b. Implement and sustain on-going, job-embedded PL (coaching, peer learning)
  - i. Peer observation opportunities are provided for teachers to improve their practice, and do peer coaching
  - ii. Teachers provided opportunity to participate in in-school PL and out-of-school PL, such as conferences, conventions, and other professional development
  - iii. Teachers are encouraged by administration to seek out and propose PL opportunities.
  - vi. PLs readings for dual language teachers led by Dual Language Coordinator.
- c. Structure time for teachers to collaborate and learn together.
  - i. Admin schedule common planning time for teachers, once per week GLM admin directed.
- d. Make "safe practice" an integral part of professional learning.
  - i. When there is a new initiative, teachers provided with time for safe practice to reflect on the practice and how to improve it, as well as provide feedback to improve teaching.
    - teachers use google classroom -
    - STEM teacher created a students SWIFT club where students help teachers to incorporate technology in the classroom.

### Guide for Professional Learning

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda?</li> <li>✓ PD agendas, PD feedback surveys</li> <li>✓ Teacher practice improving on the Framework for Teaching (e.g. Basic&gt;Proficient, Proficient&gt;Distinguished)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ Five Essentials: Collaborative Teachers</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">4a. Reflecting on Teaching &amp; Learning</a></li> <li><a href="#">4d. Growing and Developing Professionally</a></li> <li><a href="#">4e. Demonstrating Professionalism</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B2. Observes and Evaluates Staff and Gives Feedback to Staff</li> <li>B6. Professional Development Provided for Staff</li> </ul>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Teaching the Teachers</a></li> <li>✓ <a href="#">Making Better Use of Research</a></li> <li>✓ <a href="#">Upcoming Professional Learning Opportunities</a></li> <li>✓ <a href="#">Framework for Teaching PD Modules</a></li> </ul>

### Aligned Resources:

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

Score

1 2 3 4

Design a school day that is responsive to students' needs

- i. Morning RIT-time, where teachers give targeted instruction, based on assessment data, to develop specific skills
- ii. Align schedule to CPS suggested time, i.e. Balanced Literacy
- iii. Effort made to ensure as much uninterrupted learning time as possible.

b. Align budget to CIWP priorities

- i. Principal approval needed before new materials are purchased. Principal reviews the proposed materials to check for rigor and alignment to the standards.
- ii. Materials and resources for Go Math to be used for 3 years starting 2015.
- iii. Various grants were awarded to our school, such as Art, STEM, Music

c. Streamline purchase procedures to minimize lapses between ordering and receiving materials

- i. Purchases for any instructional materials done during the summer or at the end of previous school year
- ii. Looking into material that has online components, so that even if the materials are not here right away, students still have access to the online curriculum

d. Evaluate to the extent possible, the consequences for student learning of resource allocation, decisions to develop, and evidence base of outcomes of particular uses of resources

- i. Materials ordered are selected based on students' needs, such as Imagine Learning for ELs, EasyCBM for MTSS, GO Math in English and Spanish, novel sets for classrooms

e. Have a 'hiring team' and a collaborative hiring process with a clear selection criteria to identify and select best available candidates

- i. We have a hiring team contains of admin, councilor, teachers

f. Strategically assign teachers to grade level and content area to create a balanced team with a variety of strengths- Grade level teams are selected based on expertise.

g. Effectively utilize related services, providers at the classroom level not evident - teachers are using the resources based on their preference. Various grants are awarded to support the Art, music, science and SEL programs at the school.

- Every other week during Grade level meetings teachers review data and work together to analyze students' work and common assessment across grade level. PLPs are reviewed and revised as needed every 5 weeks.

80% of the staff is retained since the school established.

- i. Make outreach efforts to engage community members as partners and resource- Provide PDs for parents to explain initiatives and different assessments. 5E
- j. Partner with one or more organization that shares the values of the school and have a complementary mission to the school's vision.

H. Incorporate SEL program/materials for middle school students gradually 6th grade in (2016), 6th /7th grades in (2017) and 6th, 7th & 8th grade 2018 and on..

I. RIT time is scheduled at various times based on Grade level. MTSS support is recorded via CPS logging tool

G. To align resources the school implemented a departmentalized schedule for 3rd - 8th grades.

### Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
  - Use CPS Instructional Time Guidelines to maximize instructional time.
  - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
  - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
  - Leverage strategic source vendors to maximize dollars.

- Seek and obtain grants to support articulated needs.
- Use grant funds strategically to support areas of highest need.
- Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
  - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
  - Use an interview process including a protocol for questioning and select highly qualified candidates.
  - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
  - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
  - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
  - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
  - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
  - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
  - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
  - Monitor the impact of partner organizations' activity.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
	<ul style="list-style-type: none"> <li>✓ Schedules</li> <li>✓ Teacher retention rates</li> <li>✓ Staff exit interviews/surveys (data on reasons for leaving school or district)</li> </ul>
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Candidate interview protocol documents</li> <li>✓ List of community-based organizations that partner with the school and description of services</li> <li>✓ Evidence of effectiveness of the services that community-based organizations provide</li> <li>✓ Budget analysis and CIWP</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Aligning Resources with Priorities: Focusing on What Matters Most</a></li> <li>✓ <a href="#">Instructional Supports</a></li> <li>✓ <a href="#">Strategic Source Vendor List</a></li> <li>✓ <a href="#">CPS Instructional Time Guidelines: Elementary School Overview</a></li> <li>✓ <a href="#">CPS Instructional Time Guidelines: High School Overview</a></li> <li>✓ <a href="#">CPS Instructional Block Guidance: K-2 Literacy</a></li> <li>✓ <a href="#">CPS Instructional Block Toolkits: Math</a></li> </ul>

Expectations for depth & breadth of Student Learning

4 of 4 complete

### Curriculum:

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

Score

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-Use of the CPS Framework for Teaching ensures coherent core instruction in the classroom. Unit plans accompanied with curriculum map that follow a scope and sequence ensure instructional cohesiveness. School-wide emphasis on native language instruction/culture and linguistic development of English are implemented.

-Collaboration among and across grade levels provide a continuous professional learning environment where teachers select professional articles for discussion. Grade level meetings and common planning time allow for rigorous core instruction.

-Student data folders provide teachers guidance for planning based on student levels and individual needs. Differentiation is further implemented through out MTSS process, which is monitored weekly. Essential questions and enduring understandings are integrated in unit plans, where students understand the "breadth" of content. WIDA and Spanish Language Standards are utilized. The school implements a balanced-literacy approach, writing about reading, and a number of other strategies; such as collaborative conversations as a powerful practice.

-Professional development of Social Emotional Learning is part of our PDs to ensure all teachers are versed in the SEL. Native language instruction is embedded in instruction for students with IEPs that are designated as such.

-Social Emotional Learning is integrated in the curriculum using the PATHS program in grades K – 5. Azuela is implementing phase 2 of the Life Skills program to support students SEL in 6th – 7th grades. In 2018-2019 school year 8th grade will be added . Azuela 8th grade teachers will participate in the Life Skills Training BOY 2018-2019 school year. Partnership has been established with Metropolitan Services for students.

-Vertical meeting are included to ensure curriculum alignment and creating curriculum mapping.

-Teachers in Kg-1st Dual Language programs are collaborating with other schools to design and finalize thematic unit plans.

## 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

1 2 3 4

- Materials are selected based on teacher input and “multiple ways of thinking” approach; that is, programs are selected to emphasize different ways of addressing a topic. Go Math uses manipulative, technology, adaptive based on student need, and provides on-the-spot professional development learning for effective implementation of the program.
- Translated versions of text are provided when available, teachers collaborate to translate if needed. Technological supports are implemented daily, and hands-on materials are used in math and science. Mentor novels are explicitly and intentionally selected with consideration of CCSS and student-need and interests.
- Technology is an integral part of the learning progress. Web-based programs are implemented daily; such as, EasyCBM, Think Cerca, Imagine Learning, Reading Plus, Khan Academy, and News ELA. Published materials are incorporated based on development of skills: Scholastic (math, science, reading).
- We are a one-to-one technology school; that is, every child has a computer or laptop. Each classroom has desktops, laptops, chrome books, or iPads.
- Consumables are aligned to the curriculum and standards and allow to monitor and differentiate the levels in order to maximize learning capacity.

**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	✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<a href="#">1a. Demonstrating Knowledge of Content and Pedagogy</a> <a href="#">1b. Demonstrating Knowledge of Students</a> <a href="#">1c. Selecting Learning Objectives</a> <a href="#">1d. Designing Coherent Instruction</a>
CPS Performance Standards for School	A3. Allocates Resources to Support Student Learning, Prioritizing
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

- Unit plans are monitored, reviewed, and updated by educational leaders to ensure that standards-based learning is emphasized and rigor is instilled. The teachers implement collaborative conversations and Thinking Maps as powerful practices to deepen their students' complexity of thinking.
- Teacher leaders were selected to partake in a training to pilot LEAP program ( personalized learning) . Math programs (CMP3 and Go Math) foster rigor and multiple solutions.
- Math block is restructured to include small group instruction based on NWEA and other data measures. Student-discourse and inquiry at the small group and student level. - More focus on RIT vocab. is implemented regularly school wide.
- Student work is evaluated and reviewed during GLM where the teacher reflects on students progress and areas of needs.

## Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
  - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
  - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
  - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
  - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
  - Tasks are Integrative to draw on multiple standards.
  - Teach for Robust Understanding in Mathematics (TRU Math). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
  - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
  - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
  - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
  - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
  - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);

- **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Cross-section of student work from a variety of content areas</li> <li>✓ Observation of student learning (e.g. learning walks/walkthroughs)</li> <li>✓ Focus group(s) and discussions with students</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRIP Attainment and Growth</li> </ul>
Five Essentials	Ambitious Instruction
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<a href="#">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	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Teaching for Robust Understanding in Mathematics (TRU Math)</a></li> <li>✓ <a href="#">Math Practices: What to Look For Observation Tool</a></li> <li>✓ <a href="#">Checking In: Do Classroom Anticipations Reflect Today's Higher Standards?</a></li> <li>✓ <a href="#">Student Work Protocol (SQIP)</a></li> <li>✓ <a href="#">Slice Protocol – Looking at Student Work</a></li> </ul>

### 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)

There are two high school fairs (one for 8th grades, and another for 4th-7th graders). Students review their data and encourage students to align their scores with their potential career of choice.

- School counselor met with individual students and their parents to advise and ensure selection and enrollment to high school.
- 100% of our Azuela 8th grade students completed the CPS high school enrollment.
- Transitional plans are created based on student feedback during IEP meetings.
- Prep. tests are developed to prepare students who are interested and qualified to apply for selective enrollment Schools.
- Robotics, music, architects, art-dance and language clubs are developed to provide opportunities to students to experience before drawing their paths and choosing their careers.
- Azuela increased the universities visits; however, college visits are areas of need.
- Data folders are reviewed and goals for academic achievement are set. Students develop a plan
- Career days and students success mapping plans are area of need.
- Another area of need is to determine a measure that assesses biliteracy in English and Spanish.

-Activities are isolated and an area to be made cohesive.

### 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 Monthly 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 Teaching	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>✓ Presenting college plans from meeting entry</li> <li>✓ To &amp; Through Toolkit</li> <li>✓ Redefining College &amp; Career Readiness</li> <li>✓ College Scorecard</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 (CCAP, 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

Plan a range of effective pedagogical approaches

-Teachers turn in unit plans every 5 weeks (UBD) and weekly lesson plans that include groupings and differentiation -using NWEA data.

NWEA Reading Growth (3-5) 78% & NWEA Math Growth (3-5) 91%

NWEA Reading Attainment (2nd)- 63% & NWEA Math Attainment (2nd)- 71%

NWEA Reading Attainment (3rd-8th)- 68% & NWEA Math Attainment(3rd-8th) -58%

EL ACCESS Progress(Growth)-N/A%

5Essentials: Effective Leaders: WEAK, Supportive Environment: WEAK, School Community: WEAK, Safety: WEAK

Effectively Communicate with students- Teachers use Collaborative Conversations as a Powerful Practice.

-Bilingual classrooms are taught in native language

-ESL block is provided in bilingual classrooms

-Thinking Maps are used for students to show thinking processes and improve writing skills.

-Through observations, 87% of teachers score a 3 or 4 on effectively communicate with students

Using Questioning and Discussion Techniques

-Teachers use a wide range of questioning and discussion techniques

-Discussion Stems are used for Collaborative Conversations

75% teachers were proficient and or distinguished using high level order questioning techniques.

Engage Students in Learning RIT instruction provided for 45 minutes based on student RIT scores on selected domains.

-Bilingual instruction provided in native language and ESL block provided daily.

-Bilingual Resource Pull-out and inclusion support provided for EL learners in 6th-8th grade

1 Bilingual classroom for each grade-level K-5

## 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>✓ SGRF 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>

**Balanced Assessment & Grading:**

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

Score

1 2 **3** 4

#### Multiple Measures of District Assessments

-We use NWEA Beginning of year and not the NWEA MOY.  
ACCESS, DIBELS, TRC Screening/Diagnostic and Progress Monitoring  
-Use NWEA, DIBELS, TRC and EasyCBM for screening  
Use EasyCBM for Progress Monitoring  
Use DIBELS/TRC for Progress monitoring

Make Assessment Accessible Accommodations and Modifications to assessments are provided by SPED teachers and Gen Ed teachers according to IEPs.

-Utilize assessments that reflect the key shifts in literary and math Units are backwards designed and aligned to Common Core with the performance task and assessment aligned to Common Core

-Math Assessments provided by Common Core Aligned math curriculum: GoMath! And CMP3

-Utilize assessment that measure the academic language for ELs ACCESS

Weekly vocabulary words tied to content and context of unit

-Have access to and analyze school-wide, team, and classroom assessment data

-Weekly Grade Level Meetings include Looking at Student Work Protocol and Analyzing Student Data.

Beginning of the year Grade-Level Meetings looked at EOY data for grade level teams.

RIT band instruction changes frequently throughout the year

REACH performance tasks given at the beginning of the year,

Quarterly benchmarks :

-There is no school wide assessment design that includes the quarterly benchmarks based on the curriculum map or scope and sequence .

-CPS quarterly benchmark assessments are not constituency to inform instruction or measure progress toward yearly goals.

Improve and Promote Assessment Literacy

-Teacher teams in grade level create assessments based on units aligned to Common Core.

-Teachers do not use the Assessment Design Toolkit.

Some grade level teams collaborate and design common rubrics for assessments..

Have a grading system that communicates learning progress and achievement Some teachers utilize standards-based grading to ensure grades accurately show student mastery

School uses Network suggested Grading scale .

Admin. monitor grades entry regularly.

Admin review grading towards assignments' goals and standards taught,

Admin. monitor students' data folders to ensure alignment to gradebook and standards via emails and feedback to teachers.

School-wide grade percentage scale used (10%-Homework...) Even for DLs and ELs.

Teachers in K-5 have to put in 9 grades per week and 6-8 have to put in 6 grades per week

Grades are used in the MTSS process to determine student growth or lack thereof and as a factor in deciding on FIE eligibility.

Measure report and document student progress and proficiency Teachers create and maintain student data folders with Universal Screening Data, classroom assessments, student writing samples, and relevant student work.

Some teachers use behavior plans are used alongside academic data in order to measure student academic growth when behavior interventions are applied.

Grade level teams plan, create, and give the same assessments

Behavior grades/Participation grades are not put in Gradebook

- MTSS system is in place to support teachers ( a google doc. is shared with all teachers to identify students who are in tier 2, and 3

MTSS Interventions and Tiered support provided for Tier 2 and Tier 3 students.

Teachers provided scaffolded instruction- guiding questions, Thinking Maps, Graphic Organizers, for students.

Monitor the effect of teaching on student learning and integrate formative assessment into instruction

-Weekly Grade-Level meetings include Student Data Analysis and Looking at Student Work Protocol

-Quarterly benchmark assessments given to all students.

-Student grouping is determined by NWEA data and classroom formative and summative assessments

Persist in adjusting instruction DIBELS/TRC/IDEL are used for benchmark and progress monitoring.

EasyCBM is used for progress monitoring for MTSS. Students are placed in MTSS Tier 2/3 and are progress monitored bi-weekly or weekly to determine growth.

Grade level teams meet monthly with MTSS team and Psychologist to discuss student interventions and the effectiveness of the use intervention.

#### 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
Measures	✓ School's grading policy
	✓ Grade distribution reports (course success rates)
Five Essentials	✓ SQRP Attainment and Growth
MTSS Framework	Ambitious Instruction
CPS Framework for Teaching	<a href="#">Curriculum &amp; Instruction</a>
	<a href="#">1.c. Selecting Learning Objectives</a>
	<a href="#">1.e. Designing Student Assessment</a>
	<a href="#">2.d. Using Assessment in Instruction</a>
CPS Performance Standards for School Leaders	<a href="#">3.d. Reflecting on Teaching &amp; Learning</a>
	<a href="#">4.b. Maintaining Accurate Records</a>
	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
✓	<a href="#">CPS Balanced Assessment Framework &amp; Assessment Models</a>
✓	<a href="#">Assessment Design Toolkit</a>
✓	<a href="#">Teacher Made Assessment Basics</a>
✓	<a href="#">Grading principals and guidelines</a>
✓	<a href="#">Great Schools Partnership --Grading + Reporting</a>

### Multi-Tiered System of Supports:

The school is characterized by full implementation a system of academic and social emotional (SEL) supports for all students. Every day, in all classrooms, all teachers provide: Universal instruction in the core curriculum - academic & SEL (Tier 1) to all students; additional targeted academic and SEL supports (Tier 2) where needed; and deep and intense supports (Tier 3) based on individual and small group needs. The school also monitors On Track data (grades/GPA and attendance (ES), and course credits (HS)) to provide interventions/supports for students at risk for failure and/or truancy.

Score

1 2 **3** 4



MTSS system is in place to support teachers ( a google doc. is shared with all teachers to identify students who are in tier 2, and 3

MTSS Interventions and Tiered support provided for Tier 2 and Tier 3 students.

Teachers provided scaffolded instruction- guiding questions, Thinking Maps, Graphic Organizers, for students.

Monitor the effect of teaching on student learning and integrate formative assessment into instruction

-Weekly Grade-Level meetings include Student Data Analysis and Looking at Student Work Protocol

-Quarterly benchmark assessments given to all students.

-Student grouping is determined by NWEA data and classroom formative and summative assessments

Persist in adjusting instruction DIBELS/TRC/IDEL are used for benchmark and progress monitoring.

EasyCBM is used for progress monitoring for MTSS. Students are placed in MTSS Tier 2/3 and are progress monitored bi-weekly or weekly to determine growth.

Grade level teams meet monthly with MTSS team and Psychologist to discuss student interventions and the effectiveness of the use intervention.

#### MTSS

Tier 1-Adjusting Instruction Teachers use curriculum based measures for re-teaching and enriching instruction and skills

Differentiated Instruction is not evident daily.

Tier 1- Personalized Learning Most teachers utilize small groups, station teaching and flexible grouping weekly

RIT Band Instruction used daily

SEL Curriculum used for K-5(PATHS) and is taught 2-3 times a week.

SEL (Teacher created) in grades 6-8 is used once a week.

On Track

Tier 2 and Tier 3 Instruction and SEL Support

-Metropolitan Services used for students in T2 and T3 (as per teacher recommendation)

-Certain students stay after school for homework help based on home environment needs

-MTSS structure, protocols, and documents were collaboratively created by teachers and MTSS team(admins, RSPs)

-MTSS meetings by grade level occur once a month

-Tier 2 and Tier 3 Plans are created for students who are struggling academically in reading or math. Targeted interventions are chosen

Tier 2 and Tier 3 PLP Every 5 weeks, Off Track, Grades, Attendance data pulled for identified students.

Remediation Plans are given every 5 weeks for students with Ds or Fs in Reading or Math

Communicate to parents/guardians MTSS Tier 2 and Tier 3 Parent Notification Letter sent home when a student is referred to MTSS and as the move to a different Tier.

Parent Logs are required for all teachers to submit monthly – 10 contacts a week through classroom dojo!.

## Guide for Multi-Tiered System of Supports

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.
  - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
  - Classrooms are student-centered with student agency.
  - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
  - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
  - Monitor students requiring and receiving targeted and intensive instruction/interventions.
  - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
  - Determine appropriate interventions for students or groups of students not making adequate progress.
  - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

## Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

**Culture for Learning:**

Score

1 2 3 4

A culture for learning is characterized by a school atmosphere that reflects the educational importance of the work undertaken by both students and staff. It describes the norms that govern the interactions among individuals about the mindsets (e.g. ability/confidence to grow with effort), academic behaviors (e.g. attending classes, completing assignments), the learning strategies and skills, the value of perseverance despite challenges and obstacles, and the general tone of the school. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to "get it right." There are high expectations for all students. The classroom is a place where teachers and students value learning and hard work, and students take visible delight in accomplishing their work. Staff believe they can make a difference, that their hard work is the fundamental cause of student achievement, and are invested in student outcomes.

- :I. Culture for learning
    - A. Create a culture that reflects on learning and sharing ideas and effective practices.
      - 1. Attendance- Students are encouraged to attend school. Attendance rate at Azuela is 97%
      - 2. Detention- is given to students who missed their homework or their homework quality does not meet expectations.
    - B. Convey high learning... Admin and staff share professional learning articles to discuss and highlight strategies they would like to implement. Teachers provide their feedback on the effectiveness of the strategy and discuss ways to improve/ tweak it to meet the needs of their students. Teachers create data folders for students and work with students to set academic goals based on their NWEA scores. Students are encouraged to monitor their progress towards their academic goals.
      - 1. MTSS Folders- Staff collaborate to supporting students and implement the strategies provided to students
      - 2. Unit Plans/Lesson Plans are done collaboratively. Literacy teacher leaders and Math teacher leaders share their learning with school staff to develop Performance tasks for their gradelevel units.
    - C. Encourage Students
      - 1. Writing notebooks for self-editing
      - 2. Test corrections in math
    - D. Provide ....
      - 1. Feedback in boards and in notebooks
    - E. Develop academic mindsets...
      - 1. NWEA Performance indicators
      - 2. The school implement the PATHS
      - 3. Anti-bullying
      - 4. Daily encouraging announcements
- other Attendance incentives, bulletin boards to celebrate student success, peace corner, homeroom incentives, quarterly awards, data folders with student goals, small group instruction, Personalized Learning PD,

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

Develop trusting relationships...

1. MTSS
  2. Teacher Records
- B. Adult-student interactions are positive...
1. MTSS
  2. Teacher Records
  3. After school extra-curricular activities and clubs
- C. Student Interactions
1. Peer buddy
  2. PATHS
- D. Understanding Diversity & E. Support and Respect
1. 5 essentials survey

peace circle, student tutors, buddy systems across grade levels for reading, parent book club, teachers present at parent meetings (book clubs, coffee and donuts with the principal, etc.), teachers and staff check in with/mentor students, multi-cultural week, class projects about culture, after-school programs about culture and language, international exchange, investment in SEL curriculum and projects, Summer meetings with administration, weekly email updates from the principal, grade level meetings, sharing parent contact responsibilities through class dojo,

(Next year, ILT will look into a feedback session from teacher-teacher and teacher-admin, and/or a survey/temperature gauge for relational trust)

## 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	<ul style="list-style-type: none"> <li>✓ Five Essentials/My Voice, My School Survey</li> <li>✓ School Climate Standards Self-Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
MTSS Framework	<a href="#">Shared Leadership, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1b. Demonstrating Knowledge of Students</a></li> <li><a href="#">2a. Creating an Environment of Respect and Rapport</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>D2. Creates, develops and sustains relationships that result in active student engagement in the learning process</li> <li>E1. Creates a Culturally Responsiveness Climate</li> </ul>
Now WHAT? Materials to Support Improvement Planning	
✓	<a href="#">Social Emotional Learning Supports (cps.edu/SEL)</a>
✓	<a href="#">Trust in Schools: A Core Resource for School Reform (ASCD)</a>
✓	<a href="#">Creating a School Community (ASCD)</a>

### Student Voice, Engagement, & Civic Life:

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

Score

1 2 **3** 4

- A. Have equitable access
  1. After-school clubs (music, art, athletics, academics)
  2. International exchange with Chile & South Korea for 7th-8th-grade students
- B. Have equitable access to rigorous courses/programming (No Evidence)
- C. Have a choice
  1. Unit/Lesson Plans
  2. 5 essential survey
- D. Have a voice...
  1. Student Council, SEL ambassadors, Student-led fundraisers
  2. 5 essentials survey
- E. Connect to decision makers
  1. Student Council, victory over violence exhibit,
  2. Social studies lesson plans
- F. Make positive contributions to the...
  1. Water/Food donation
  2. the Green Team,
  3. iSWAT group,
- G. Dual Language Program implemented in Prek & Kg will expand to 1st grade 2018-2019 then 2nd grade 2019-2020 and so on 1 grade every year.

## Guide for Student Voice, Engagement, & Civic Life

### Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
- **Become informed voters and participants in the electoral process**
  - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
  - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
  - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
- **Engage in discussions about current and controversial issues.**
  - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
  - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
  - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
- **Explore their identities and beliefs**
  - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
  - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
  - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
- **Exercise student voice**
  - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
  - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
  - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
  - Authentically **interact with civics leaders**
  - Students learn about community, city, state, and national civic leaders and their roles in civil society.
  - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.
- **Engage with their community**
  - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause
- **Take informed action** where they work together to propose and advocate for solutions.
  - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
  - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
- Experience a **Schoolwide civics cultur**
  - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
  - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
  - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
  - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> <li>• IJVNS Student Survey completion rates and results</li> <li>• Artifacts from student-run organizations and events (including SVCs)</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>
Measure	✓ 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

#### IV. Safety & Order All

1. Hallway rules & norms posted
2. 5 essentials survey
3. Code of conduct
4. Zero tolerance for bullying
5. Anti-bullying campaign
6. Attendance
7. PATHS & Life Skills program
8. Code 3 to prevent accidents in the bathrooms, hallway monitors, transition staff, feedback on fire drills, classroom doors are locked,

(Next year, ILT should work on making changes to our dismissal and fire drills)

### Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
  - Manage classroom routines and procedures to maximize instructional time.
  - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
  - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
  - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
  - All adults use active supervision (move, scan, and interact) in all settings.
- **Have a voice and take informed action.**
  - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
  - Students initiate and lead some school improvement initiatives.
  - Students participate in democratic decision-making at the school level.
  - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
  - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

### Evidence, Measures, and Standards

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

### Restorative Approaches to Discipline:

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring about a more restorative culture. The school is also characterized by strong and consistent school and classroom climates. The school reinforces positive behaviors and responds to misbehaviors in calm, respectful, and thoughtful ways, teaching students important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning. When misbehavior occurs, the school seeks to understand the underlying reasons (root cause) in order to design a response that effectively changes student behavior using a menu of instructive, corrective and restorative responses.

Score

1 2 3 4

- V. Restorative Approaches to Discipline
  - A. Proactive
    - 1. Rules and norms are posted
    - 2. Parent volunteers
    - 3. Family night
    - 4. Parent contact log
    - 5. Parent Book Club
    - 6. Parent academy
  - B. Instructive
    - 1. PATHS
    - 2. MTSS data
  - C. Restorative conversations, PD was provided to teachers and staff.
    - 1. Teacher ratings for 2a, 2d, 4c
    - 2. PATHS, Life Skills, restorative
    - 3. Restorative protocol for in-school suspensions, SEL
      - 1. SEL coordinator, 2. provide Counseling to students & Metropolitan services

(We may need to work on behavioral MTSS)

### Guide for Restorative Approaches to Discipline

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

### Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	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

Score

1 2 3 4



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.

Parent Partnership

- A. Parent volunteers. Family night, parent contact log, parent book club,
- B. Parent academies, LSC, Bilingual Advisory Committee, Parents Advisory Council, Parent Portal data
- C The school funds the SWOP program,
- D. School principal established the parents' book club - Parents read and meet to discuss books ( English and Spanish every week. Principal and Teachers provide strategies of book discussions.
- E. Monthly Coffee and Donuts meeting with the Principal to discuss questions and concerns and short workshops on instructional strategies to learn how to help students
- Class Dojo (no contact logs), school website,

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	✓ Examples of communication methods and content
	✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
	✓ Outreach efforts
	✓ Documentation of responsiveness to Parent Support Center concerns raised
	✓ Event agendas, flyers
Measures	✓ Fundraising activities and amounts (if applicable)
	✓ How does the school honor and reflect the diversity of families including language and culture?
Five Essentials	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	
✓	<a href="#">Parent Support Centers</a>
✓	<a href="#">Parent University</a>
✓	<a href="#">Parent Portal</a>



School Excellence Framework Priorities

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

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
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**National School Growth Percentile - Reading**

Historical data shows an upward trend.	79.00	78.00	80.00	85.00	90.00
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**National School Growth Percentile - Math**

Historical data shows an upward trend. We are now doing vertical meetings and changed our math block structure to include small group instruction, differentiation and MTSS	45.00	81.00	85.00	87.00	92.00
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**% of Students Meeting/Exceeding National Ave Growth Norms**

Historical data shows an upward trend.	55.90	63.70	80.00	85.00	90.00
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**African-American Growth Percentile - Reading**

We have 1% students who are African American.	(Blank)	(Blank)	80.00	80.00	80.00
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**Hispanic Growth Percentile - Reading**

Historical data shows an upward trend.	81.00	78.00	83.00	87.00	90.00
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**English Learner Growth Percentile - Reading**

Historical data shows an upward trend.	62.00	90.00	91.00	93.00	98.00
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**Diverse Learner Growth Percentile - Reading**

Historical data shows an upward trend.	50.00	93.00	93.00	94.00	99.00
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**African-American Growth Percentile - Math**

We have 1% students who are African American. However, if we have any will ensure the expectation for all students to improve and gain	(Blank)	(Blank)	800.00	80.00	80.00
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**Hispanic Growth Percentile - Math**

Historical data shows an upward trend. We are now doing vertical meetings and changed our math block structure to include small group instruction, differentiation and MTSS	43.00	81.00	83.00	85.00	90.00
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**English Learner Growth Percentile - Math**

Historical data shows an upward trend. We are now doing vertical meetings and changed our math block structure to include small group instruction, differentiation and MTSS	53.00	78.00	85.00	87.00	92.00
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**Diverse Learner Growth Percentile - Math**

Historical data shows an upward trend. We are now doing vertical meetings and changed our math block structure to include small group instruction, differentiation and MTSS	19.00	77.00	78.00	80.00	85.00
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**National School Attainment Percentile - Reading (Grades 3-8)**

Historical data shows an upward trend.	58.00	69.00	80.00	85.00	90.00
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**National School Attainment Percentile - Math (Grades 3-8)**

Historical data shows an upward trend. We are now doing vertical meetings and changed our math block structure to include small group instruction, differentiation and MTSS	49.00	60.00	84.00	89.00	94.00
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**National School Attainment Percentile - Reading (Grade 2)**

Historical data shows that this is a realistic goal. We are doing vertical meetings to promote collaboration between teachers in 2nd and 3rd-grade in order to help students prepare for the skills needed on the NWEA and in the upcoming grade level. Teachers are aware of the skills needed to be successful in 2nd grade that will be carried over to 3rd grade.	62.00	56.00	83.00	88.00	93.00
---	-------	-------	-------	-------	-------

**National School Attainment Percentile - Math (Grade 2)**

Based on historical data from the previous years we have been in the 88th percentile. We are now doing vertical meetings and changed our math block structure to include small group instruction, differentiation and MTSS. Teachers are aware of the skills needed to be successful in 2nd grade that will be carried over to 3rd grade.

42.00 40.00 91.00 96.00 99.00

**% of Students Making Sufficient Annual Progress on ACCESS**

Historical data shows an upward trend.

26.90 (Blank) 73.70 80.00 85.00

**Average Daily Attendance Rate**

Historical data shows an upward trend. We have many attendance incentives to motivate students.

95.80 95.10 98.00 98.00 99.00

**My Voice, My School 5 Essentials Survey**

Our goal is to go from partially organized to organized.

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

**Custom metrics**

1 of 1 complete

2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
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English Language Learners growth and attainment

We have about 28% of our students who are English Language Learners who needs support in developing their Reading and Math skills

26.90 0.00 70.00 80.00 90.00

**Strategies**

**Strategy 1**

If we do...

...then we see...

...which leads to...

base our daily instruction on the instruction domain from the CPS Framework for Teaching,

Consistent based-research instructional strategies

3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness

Tags: Instruction

Area(s) of focus: 2

Action step

Responsible

Timeframe

Status

100% of all classrooms at Azuela will communicate Standards-based learning objectives with students daily in all content areas.

All Teachers

Sep 4, 2018 to Jun 30, 2020

Not started

**Standards-based instruction, Learning objectives, 3a**

Teachers and students use a variety of low and high level questioning techniques throughout all content areas.

All Teachers and Students

select

Not started

**Discussion, 3b**

All teachers at Azuela will use current data to scaffold as well as differentiate instruction utilizing multiple resources such as the knowledge center.

All Teachers

Sep 4, 2018 to Jun 30, 2020

Not started

3c

All teachers will consistently and purposefully monitor student learning and check for understanding	All teachers	Sep 4, 2018 to Jun 30, 2020	Not started
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**Component 3d**

Teachers will use formative assessments to inform instruction and meet student's individual needs	All teachers	Sep 4, 2018 to Jun 30, 2020	Not started
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3e

**Strategy 2**

If we do...

Design (select) an academically challenging/ rigorous/culturally responsive curriculum that meets the needs of all students

...then we see...

students are inspired to produce quality work

...which leads to...

increasing students' achievement

Tags:  
1d

Area(s) of focus:  
1

Action step	Responsible	Timeframe	Status
provide PD on curriculum alignment to standards. to all teachers	Admin and Curr. committee	May 24, 2018 to Sep 14, 2018	Not started

**Culturally relevant, Curriculum review, 1d**

Create school wide-curriculum maps for all subjects- (vertically/horizontally) (curriculum staircase)	Teachers, Curri. committee	May 24, 2018 to Sep 7, 2018	Not started
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**Curriculum mapping**

Revise current comprehensive unit plans which cover multiple disciplines with common standard-based assessments	Teachers - curriculum team	May 24, 2018 to Sep 14, 2018	Not started
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**Assessment design**

**Strategy 3**

If we do...

MTSS Team will implement a systematic process for MTSS Tier 1-3 requirements.

MTSS Team will create a systemic SEL Tier 1 intervention tracker and BIP template for Tier 2 and Tier 3

MTSS Team will provide lesson for SEL support through lessons for students dealing with Depression, Boundaries /Personal Space, and Self-Respect.

...then we see...

more interventions done consistently and accurately for each tier.

a more comprehensive approach to providing SEL interventions

A more comprehensive support system for students who may need extra support in and out of the classroom.

...which leads to...

providing quality and accurate interventions for our students, increased student outcomes, and increased teacher confidence in implementing the MTSS process.

A streamlined process for MTSS which informs and supports teachers by providing clarity of the MTSS process through application of appropriate strategies/interventions for each tier.

Providing quality therapeutic services for students thereby increasing student outcomes.



Aug 7

NOT STARTED

Aug 07, 2018

**Evidence**

Walk through documentation, lesson plans/unit plans, posted objectives When asked All students will be able to articulate what they are learning and why they are learning it

NOT STARTED

Teachers and students use a variety of low and high level questioning techniques throughout all content areas."

- All Teachers and Students

### Status history

Aug 7

NOT STARTED

Aug 07, 2018

**Evidence**

Walk through with depth of knowledge to show various levels of questioning throughout daily instruction.

NOT STARTED

All teachers at Azuela will use current data to scaffold as well as differentiate instruction utilizing multiple resources such as the knowledge center."

Sep 04, 2018 to Jun 30, 2020 - All Teachers

### Status history

Aug 7

NOT STARTED

Aug 07, 2018

**Evidence**

Small group instruction, centers

NOT STARTED

All teachers will consistently and purposefully monitor student learning and check for understanding"

Sep 04, 2018 to Jun 30, 2020 - All teachers

### Status history

Aug 7

NOT STARTED

Aug 07, 2018

**Evidence**

Student/Teacher created rubrics, tiered questions, standards based assessments, student work samples

NOT STARTED

Teachers will use formative assessments to inform instruction and meet student's individual needs"

Sep 04, 2018 to Jun 30, 2020 - All teachers

### Status history

Aug 7

NOT STARTED

Aug 07, 2018

**Evidence**

Lesson plans/unit plans, classroom data, flexible tiered grouping, data folders, student progress reports

## Strategy 2

NOT STARTED

provide PD on curriculum alignment to standards. to all teachers"

May 24, 2018 to Sep 14, 2018 - Admin and Curr. committee

## Status history

Aug 7

NOT STARTED

Aug 07, 2018

### Evidence

Curriculum / unit plans are aligned to standards

NOT STARTED

Create school wide-curriculum maps for all subjects- (vertically/horizontally) (curriculum staircase)"

May 24, 2018 to Sep 07, 2018 - Teachers, Curri. committee

## Status history

Aug 7

NOT STARTED

Aug 07, 2018

### Evidence

curriculum maps

NOT STARTED

Revise current comprehensive unit plans which cover multiple disciplines with common standard-based assessments"

May 24, 2018 to Sep 14, 2018 - Teachers - curriculum team

## Status history

Aug 7

NOT STARTED

Aug 07, 2018

### Evidence

unit plans, assessment

### Strategy 3

NOT STARTED

MTSS team will monitor for consistency of implementation of interventions & MTSS Gradebook Tool and reduce MTSS teachers to smaller groups of students during scheduled MTSS time; Provide ongoing PD."

Sep 10, 2018 to Jun 14, 2019 - MTSS Team

## Status history

Aug 7

NOT STARTED

Aug 07, 2018

### Evidence

Google document, Gradebook Logging Tool, Easycbm Reports, student work, GLM MTSS Check in, MTSS Schedule and Monitoring Calendar

NOT STARTED

MTSS team will create sample of interventions, tracker tools, & BIP Template; Create school-wide monitoring tools for SEL; Provide ongoing PD."

Sep 10, 2018 to Jun 14, 2019 - MTSS Team

## Status history

Aug 7

NOT STARTED

Aug 07, 2018

**Evidence**

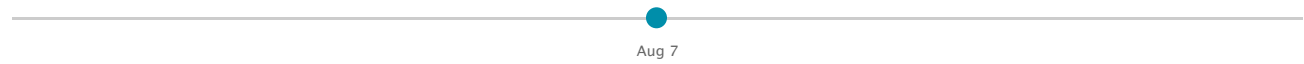
Resource Folder, BIP Template, Tier 1-3 Intervention Examples, Checklists, MTSS Folders - (checklist, NWEA, mCLASS, student work sample, tests, quizzes, easycbm) Check-in with MTSS team bi-weekly or monthly.

NOT STARTED

MTSS team will create a schedule with list of topics for lessons which will be implemented quarterly. Create lesson plans. Teachers will implement current SEL curriculum K - 5 PATHS, 6th - 8th LifeSkills"

Sep 10, 2018 to Jun 14, 2019 - MTSS Team

**Status history**



NOT STARTED

Aug 07, 2018

**Evidence**

Handouts, Websites, Lesson plan, SEL Curriculum

Strategy 4

NOT STARTED

Identify quarterly standards; develop curriculum map; common grade-level rubric and assessment;"

May 24, 2018 to Sep 14, 2018 - Teachers

**Status history**



NOT STARTED

Aug 07, 2018

**Evidence**

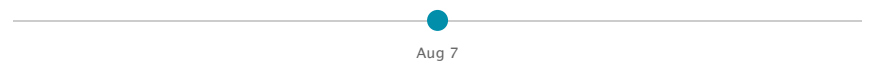
writing Calendar, writing curriculum maps, common assessment - writing prompts .

NOT STARTED

Develop monthly calendar for types of writing and standards to be covered monthly"

Apr 27, 2018 to Sep 07, 2018 - Teachers and curr. team

**Status history**



NOT STARTED

Aug 07, 2018

**Evidence**

writing Calendar, writing curriculum maps, common assessment - writing prompts

NOT STARTED

create grade-level writing rubrics and plan common assessment;"

May 24, 2018 to Sep 14, 2018 - teachers and curriculum team

**Status history**



NOT STARTED

Aug 07, 2018

**Evidence**

writing curriculum maps, common assessment - writing prompts, Rubrics

Fund Compliance

Supplemental General State Aid(SGSA)



My school receives SGSA funds

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

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

## ESSA Program

ESSA Schoolwide Program

(Not available to schools receiving NCLB funds for the first time) [Title 1/SW].

The school annually reviews the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand.

ESSA Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

Non-title school that does not receive any Title funds

## Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

### Parent and Family Plan

#### Parent and Family Engagement Policy

Complete

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

Azuela's PAC (Parent Advisory Committee) is reestablished at the beginning of the school year. A survey is given to parents to select topics of interest. PAC holds monthly meetings to provide workshops as per chosen topics. In addition, parents attend different meetings outside the school and share the information with other parents. We will continue to send out newsletters with updates and events.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

The first PAC meeting will take place the first week in September. Both the annual and organizational meeting (PAC members are chosen) will take place in September 20, 2018. At the meeting the PAC policy will be explained. Guidelines, expectations and benefits of Title 1 funds will be also discussed.

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.

At the beginning of the year a survey will be given to all the parents to select topics that they are interested in learning about. A school master calendar will be created with dates and times of future PAC meetings based on the dates agreed upon during the meeting. BAC, Coffee and Donuts with Principal, Book Club are other meetings/events that parents attend. During these meetings, parents receive information about programs, assessments, academic program, after-school programs, nutrition, etc... Ms. Chin, SEL lead, Ms. Cahue, parent leader, and Mr. Salinas, school counselor, will continue work with parents to ensure High School application are completed, submission and expectations. All teachers are constantly communicating with the parents, contacts are in regards of student academic progress, behavior and other social emotional issues. All teachers have been consistently willing to meet with parents when meetings are requested.

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.

Every year all parents receive a copy of the scores of the different assessments, NWEA, ACCESS, PARCC and MClass. All parents also receive invitations to meetings to discuss students' growth and attainment. During parent and teacher conferences, scores are discussed and parents are given suggestions on how to support their child academic progress.

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.

Azuela sends notifications to parents when a teacher is not "highly qualified". Also parents have the right to request documentation for 'highly qualified' teachers.

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.

We will continue to assist parents in monitoring their child's progress through data meetings with teachers, progress reports, report cards, fliers, website, Fliers will be sent to families explaining the different assessments Azuela administer on a yearly basis. The flier will include what the purpose of each assessment and skills tested. Also to ensure that parents stay informed at all times reminders will be sent on a monthly basis about the assessments. PROGRESS REPORT DISTRIBUTION DAYS— Schools will distribute progress reports on the following dates:  
Q1 on October 5, 2018 Q3 on March 8, 2019  
Q2 on December 14, 2018 Q4 on May 17, 2019  
? PARENT-TEACHER CONFERENCE DAYS— Parents are asked to pickup report cards and conference with teachers after the first and third quarters. Parent-Teacher conference days are non-attendance days for students. Elementary and high schools are expected to run a Parent-Teacher Conference Day:  
Elementary High School  
Q1 on Wednesday, November 14, 2018 Q1 on Thursday, November 15, 2018  
Q3 on Wednesday, April 10, 2019 Q3 on Thursday, April 11, 2019  
? REPORT CARD DISTRIBUTION DAYS— Please note that report cards for the second and fourth quart

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.

Monthly meetings allow for information, resources and training to inform and assist parents with their children academic learning and growth. Different incentives are given to encourage attendance to the meetings ( raffles, books, t-shirts, hoodies, etc...). Some parents have the opportunity to attend parent conferences outside the school building (both from CPS and other organizations) and share with other parents.

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.

All teachers communicate with parents on a weekly basis. Some of the communication is via email, class dojo, meetings and phone calls. When needed teachers meet with parents to create an individual plan to support student learning. One teacher, Ms. Acevedo, helps run the parent book club and teach parents learning strategies to support their children.

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.

Azuela has an afternoon Head Start program. Teachers and parent meet regularly and also some parents are visited for support purposes. As part of the program some students are identified as needing special services.

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 communication from Azuela to the parents is sent in English and Spanish. Calendars are sent on a monthly basis and fliers are sent continuously either as reminders or, regular information as needed. We have teachers and staff that is bilingual when translations are needed.

#### 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)

All boxes are checked.

### 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.)

Using the rigorous and cohesive Common Core Standards as our foundation, all students will be continuously exposed to academic, technical and socially enriching experiences. These experiences will prepare them to be college and career ready in the 21st century while assisting them in becoming contributing citizens in their own unique ways.

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.

PROGRESS REPORT DISTRIBUTION DAYS— Schools will distribute progress reports on the following dates:  
 Q1 on October 5, 2018 Q3 on March 8, 2019  
 Q2 on December 14, 2018 Q4 on May 17, 2019  
 ? PARENT-TEACHER CONFERENCE DAYS— Parents are asked to pickup report cards and conference with teachers after the first and third quarters.  
 Parent-Teacher  
 conference days are non-attendance days for students. Elementary and high schools are expected to run a Parent-Teacher Conference Day:  
 Elementary High School  
 Q1 on Wednesday, November 14, 2018 Q1 on Thursday, November 15, 2018  
 Q3 on Wednesday, April 10, 2019 Q3 on Thursday, April 11, 2019  
 ? REPORT CARD DISTRIBUTION DAYS

Parents are reminded to attend on report card and teachers always send communication in regards to when the progress reports and report card distribution dates.

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

PROGRESS REPORT DISTRIBUTION DAYS— Schools will distribute progress reports on the following dates:  
 Q1 on October 5, 2018 Q3 on March 8, 2019  
 Q2 on December 14, 2018 Q4 on May 17, 2019  
 ? PARENT-TEACHER CONFERENCE DAYS— Parents are asked to pickup report cards and conference with teachers after the first and third quarters.  
 Parent-Teacher  
 conference days are non-attendance days for students. Elementary and high schools are expected to run a Parent-Teacher Conference Day:  
 Elementary High School  
 Q1 on Wednesday, November 14, 2018 Q1 on Thursday, November 15, 2018  
 Q3 on Wednesday, April 10, 2019 Q3 on Thursday, April 11, 2019  
 ? REPORT CARD DISTRIBUTION DAYS

Progress reports every five weeks--DATES  
 Most parents have a Parent portal account and check grades periodically.

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

All teachers communicate with parents via email, phone calls, meetings, class dojo and written notes sent home.  
 Parents are encouraged to communicate with the teachers on a regular basis to discuss academic learning of students. Teacher meet at different times with parents; before school, after-school and during preparatory periods. The administration is always ready to meet with teacher and parents if needed or requested.

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.

Azuela has volunteers that volunteer on a weekly basis in classroom. SWOP (Southwest Organization Project) helps parents support in the classrooms by teaching them about skills and teaching materials.

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

Students have agendas, parents are able to see if homework was completed through the parent portal, daily attendance is taken and submitted, phone system calls parents if student is absent. Also, parents support the after school program for the students that need the support. All parents are invited to participate in workshops to help about what the students are learning in math, language arts and overall strategies.

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 meet with teachers to learn about school/classroom/teacher expectations during open house. During teacher-parent conference parents are able to ask teachers for ideas, plans to help student. Individual messages are sent via class dojo for updates and any concerns that the teacher or parent might have.

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

All students at Azuela have a student data folder, they are expected to know their NWEA RIT score and also have access to CPS student portal. All teachers have high expectations and students get detentions or study hall when assignments are not done or completed.

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.

- Ferne-Si mi nino es un mal estudiante, habito postivo y exitos escolares
- Como ponemos en los zapatos de nuestros ninos
- Villasenor- Educando con eficacia
- Parent for no violence
- Nutrition
- Primerica for financial literacy for students
- SEL -Academic requirements for High School
- Direct Energy-how to save energy at home
- Police Dept=social network and gangs, Officer Yanez
- coffee and donuts with the Principal
- Effective questioning
- Feedback
- Bloom Taxonomy-
- Thinking Maps

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.	\$ 1031 .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.	\$ 801 .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.

\$	5000	.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.

\$	223	.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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