



Lazaro Cardenas Elementary School / Plan summary

## 2018-2020 plan summary

### Team

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### Team meetings

Date	Participants	Topic
03/12/2018	CIWP Team	Introduction Meeting
03/16/2018	Grade Levels	SEF Work
03/19/2018	CIWP Team	Review SEF and Finalize Framework Priorities
03/20/2018	CIWP Team	Finalize Framework Priorities and Strategies
04/02/2018	CIWP Team	Discuss Action Steps
04/12/2018	CIWP Team via Google Doc	Mission Statement

## School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

### Leadership & Collective Responsibility:

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

Score

1 2 **3** 4

#### Cardenas:

- Teachers have done unit work and revisions, grade level meetings, teachers know school vision/mission
- School Mission Statement
- Shout outs on principal bulletin regarding teachers grants
- Parent Nights planned and hosted by teachers
- Part of Theory of action to provide teacher-led professional development (ex.Maura --hosted Raz-Kids PD)
- Know core values (printed on principal bulletins)
- BAG Team, Vision Posted, Timelines to get things done.
- Maura's PD for teachers, More Vertical collaboration needed
- What's Working: 5 Essentials demonstrates we are strong in this area
- Areas for Improvement: Coherent Instructional Program is a work in progress. Still revising social studies, science, and grammar unit.

#### Castellanos:

- Create coherent instruction on math units
- Uses NWEA data to promote high expectations to achieve vision
- Opportunities to take on leadership roles in school; opp for collaborative work among teams
- Scope and Sequence, Theory of Action, unit creation, Principal explicitly mentioned priorities for the year (math, unit planning, writing, attendance, discipline - School Culture and Climate), empahsis of call kids my versus our kids
- Beginning of the school year (PD), a purpose was set but not followed (e.g. expectations of behavior and the consequences, uniform) there needs to be a COLLECTIVE responsibility among all teachers for all students, need full support from administration that consequences are followed through, there was suppose to be more content support but there has been none
- School improvement days agendas,
- Theory of action
- Active ILT
- Grade level Representatives
- "our students" Unit planning vertical horizontal planning

## 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:

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

### Score

1 2 3 4

#### Cardenas:

- Does the rest of the school know the agenda? Is there follow through by all members?
- ILT's current work on reviewing grade level S.S/Science Scope and Sequences for each grade level
- Grade level work around grammar scope and sequence
- ILT's work around grading norms
- CIWP's Action Steps Schedule/Agenda
- ILT meeting and agenda
- Data meetings, representative of school, clear agenda
- Maybe give minutes/notes to everyone, monitor if items are implemented needs work
- Uses timely and relevant data/evidence as sources
- Equity of voice
- Using protocol

#### Castellanos:

- Agenda and minutes shared with staff
- Response to teacher needs in clarification with data interpretation
- 1 agenda for school year
- Minutes for only 2 meeting, 2 emails
- Unaware of ILT's purpose other than data analysis
- ILT agenda, Data driven decision making/ looking at data with grade levels, Learning Walk
- No idea about ILT, not aware of cycle of learning

## Guide for Instructional Leadership Team

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ ILT Effectiveness Rubric Score
	✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes)
	✓ Evidence that work of ILT has contributed to positive outcomes for students and staff
Measures	✓ Teacher team agendas/minutes reflective of ILT focus
	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders
	Collaborative Teachers
MTSS Framework	<a href="#">Shared Leadership, Evaluation of MTSS</a>
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a>
	<a href="#">4d. Growing and Developing Professionally</a>
	<a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP
	A2. Implements Data Driven Decision Making and Data Driven Instruction
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	✓ <a href="#">Instructional Leadership Team Planning Tools</a>
	✓ <a href="#">PLC and Mentoring Coaching Resources</a>

### Professional Learning:

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

Score

1 2 3 4

Cardenas:

- More time is needed to see colleagues classrooms, more time needed for PD, teachers have common planning time
- 1st grade's collaboration with CCM and PWN II
- Part of Theory of action to provide teacher-led professional development (ex.Maura hosted Raz-Kid's PD and Kelly hosted the Science PD, Denise hosted google PD)
- Grade levels continued work around Grammar Scope and Sequence
- Grade levels continued work on S.S/ Science units
- Bilingual coordinator pushes in to bilingual classrooms.
- (Not enough time built in for PD's)
- What's Working: Teacher planning time, Mentor teachers assigned to new teachers, - Safe practice
- Areas of Improvement: Peer observations, peer coaching
- PD days, teacher driven PD, REACH scores

Castellanos:

- PD consists of teacher-directed meetings to work on math units
- Schedules created to allow time for teachers to conduct peer coaching and grade level meetings
- Mapping out math curriculum; teacher autonomy; provided opp for PL
- Structured times for teachers to collaborate (e.g. grade level meetings, learning walks), lack of support for new teachers - mentors)
- What is the purpose of writing for middle school?
- PD agendas

## Guide for Professional Learning

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

## Evidence, Measures, and Standards

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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING
<ul style="list-style-type: none"><li>✓ <a href="#">Teaching the Teachers</a></li><li>✓ <a href="#">Making Better Use of Research</a></li><li>✓ <a href="#">Upcoming Professional Learning Opportunities</a></li><li>✓ <a href="#">Framework for Teaching PD Modules</a></li></ul>

## Aligned Resources:

Score

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.

1 2 3 4

### Cardenas:

- Coats donated, after school grant, coach pushing in classrooms
- Time Distribution Sheets
- SPED Minutes schedules
- Very well balanced budget
- Balances grade level teams based on strengths and personalities
- Home based learning provided when need.
- When hiring, candidates proficiency is checked through lesson demonstration.
- Declaration of Intent Sheets for the 2018-2019 school year(as evidence for leaving school or district)
- Teacher retention rate (longevity)
- Instructional time is maximized, student placement, reduced class size
- Parent meeting bring in community organizations, coats were doanted, after school grant
- What's Working: Scheduling, budgeting aligning with SIPAAA priorities, teachers have necessary resources, Effectively utilizing related service providers (Karen, sped teachers)
- Areas of Improvement: Partner with external organization, Hiring team

### Castellanos:

- Hiring team was created during the summer -Strategic teacher assignments to grade/content
- ENLACE; BAM; hiring team; Medina strategically placed teachers
- NWEA BOY and MOY testing, painting the hallways, bulletin boards, ENLACE, designed school day to align to student needs (e.g. individualized SPED schedules for each student), field trips
- There is a hiring team but lack of demonstration of a lesson, need to solicit reasons of high turnover of teachers
- Wish lists,
- Tecnology program (Raz Kids, Compass learning, IXL, etc.)
- Outreach to community members, partners/organizations

## Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
  - Use CPS Instructional Time Guidelines to maximize instructional time.
  - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
  - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
  - Leverage strategic source vendors to maximize dollars.
  - Seek and obtain grants to support articulated needs.
  - Use grant funds strategically to support areas of highest need.
  - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
  - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
  - Use an interview process including a protocol for questioning and select highly qualified candidates.
  - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
  - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
  - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
  - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
  - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
  - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
  - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
  - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

### Curriculum:

Score

1 2 3 4

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.

#### Cardenas:

- Need more vertical planning and to see other classrooms and instruction
- Teacher-created thematic units in all subjects
- Scope and sequence of units in S.S/Science and Grammar which we are currently working on
- Culture and Climate thematic units
- Field trips aligned with units and CCSS
- Differentiation, Autonomy with instructional practices, field trips align to learning, same expectations for all classrooms.
- More vertical planning needed, more help with SEL needed, curriculum maps in place
- What's Working: Horizontal planning, Grade level consistency. Utilize big ideas, Coherent Instructional Program. Continues revision of all units to improve. Still revising social studies, science, and grammar unit. Curriculum Maps

#### Castellanos:

- Create coherent instruction on math units
- Units, scope and sequence, meetings to vertically align units, need of collaboration on all subjects between Gen Ed, EL and SPED, not just math
- Evidence of scope and sequence, integration to real world (e.g. Springfield, high school visits, museums), extended curriculum (e.g. afterschool math, STEM)
- Refocus on SEL, alignment of units

### Guide for Curriculum

- - **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
  - Focus so units can be adequately addressed in the time available.
  - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
  - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
  - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
  - Diverse learners to demonstrate core knowledge and skills.
  - English Learners to develop academic language to demonstrate mastery.
    - Use English and native language development standards in addition to content standards to differentiate instruction and assessments for

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

## Evidence, Measures, and Standards

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

### Instructional Materials:

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

Cardenas:

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- Refocus on SEL, alignment of units

## 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	<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>Supportive Environment</li> </ul>
MTSS Framework	<ul style="list-style-type: none"> <li><a href="#">Curriculum &amp; Instruction</a></li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1a. Demonstrating Knowledge of Content and Pedagogy</a></li> <li><a href="#">1b. Demonstrating Knowledge of Students</a></li> <li><a href="#">1c. Selecting Learning Objectives</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> </ul>
CPS Performance Standards for School Teams	<ul style="list-style-type: none"> <li>A3. Allocates Resources to Support Student Learning, Prioritizing</li> </ul>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Universal Design for Learning Guidelines 2.0</a></li> <li>✓ <a href="#">UDI 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

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Cardenas:

- Learning walks based around DOK, attendance incentives
- Bulletin boards in the hallways and in classrooms reflect rigorous work and use of DOK along with gradual release of responsibility throughout various subjects.
- Close reading
- Extended responses in both reading and math
- Plethora of Writing
- What's Working: Growth and attainment on NWEA, Conveying high learning expectations for all
- Areas of Improvement: Provide opportunities for students to create authentic work for real audiences (beyond the teacher) outside the classroom.

Castellanos:

- Uses NWEA data to promote high expectations to achieve vision
- Learning walk to get baseline data on level of tasks: Mostly level 1 & 2
- Evidence of work on bulletin boards, student work in classroom, baseline data from learning walk
- Citing the text and making inferences using variety of leveled texts, student work displayed (e.g. bulletins), providing students opportunity to create authentic work (e.g. projects & presentations)
- Getting better at showcasing the qualities of strategic thinking

## Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
  - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
  - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
  - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
  - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
  - Tasks are Integrative to draw on multiple standards.
  - Teach for Robust Understanding in Mathematics (TRU Math). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
  - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
  - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
  - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
  - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
  - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
  - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

## Evidence, Measures, and Standards

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

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

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

Score

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Castellanos Only:

- Pantoja work with high school application, signs of students taking selective enrollment test, 8th Grade Algebra
- High School Fair, High School visits, HS Readiness report, Careers in Science (STEM), field trips to Universities
- High school fair, high school visit, High school application process, Parent meetings, 8th grade Algebra program"

## 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	<a href="#">Curriculum &amp; Instruction, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<a href="#">2b. Establishing a Culture for Learning</a>
CPS Performance Standards for	<a href="#">C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</a>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> <li>✓ Everything College</li> <li>✓ CPS Advisory Framework</li> <li>✓ Preventing college plans from melting away</li> <li>✓ To &amp; Through Project</li> <li>✓ Redefining College &amp; Career Readiness</li> <li>✓ College 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 (CSDE, 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

Score

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understanding. They promote the emergence of self-directed learners.

Cardenas:

- Readers and Writers workshop in place, common planning times for teachers,
- Lesson plans, units, formal and informal observations reflect best practices inclusive of Close reading, Flexible grouping, Gradual Release of Responsibility,
- Use of Depths of Knowledge
- First Grade work with CCM's PWN II
- MTSS differentiating for individual students
- CICO with Karen
- Different strategies (centers, small group), close reading, vocabulary, revision of units on a regular basis
- Students exposed to ER in all grades, common planning time for teachers
- What's Working: SQRP attainment and growth support rating, Scaffolding instruction, Vocabulary instruction, Student engagement
- Areas of Improvement: Incorporating a variety of questioning and discussion as techniques to deepen student understanding and challenge.

Castellanos

- Evidence of scaffolded instruction in lessons
- Differentiation in independent work
- Intervention in a timely manner e.g. exit slips, additional small group/individual sessions
- Daily and weekly formative assessments to guide instructions; small groups
- Communicate between content to intervene and support student academic progress, need of peer observation, flexible grouping, evidence of student projects
- Student products showcase high level open ended questions, evidence is apparent, multi-level project based work
- Learning Walk, Displaying student work, Reach observations
- Need work on questioning and discussion, choice of tasks"

## 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	<ul style="list-style-type: none"> <li>Curriculum &amp; Instruction</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>3a. Communicating with Students</li> <li>3b. Using Questioning and Discussion Techniques</li> <li>3c. Engaging Students in Learning</li> <li>3d. Using Assessment in Instruction</li> <li>3e. Demonstrating Flexibility and Responsiveness</li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>B2. Observes and Evaluates Staff and Gives Feedback to Staff</li> </ul>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <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:

Score

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.

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Cardenas:

- BAG team worked to figure out how best to align students grades to reflect what they are doing in class, teacher created assessments
- Gradebook
- Units with aligned assessments
- Staff and Parent handbook on grading
- Standardized grading scale
- Access Testing utilizes assessments that measure the development of academic language for ELLs
- Use of NWEA and other classroom data for instructional planning, BAG Team with an assessment plan, teachers take ownership of their data
- Can teachers be subbed out so they can do reading assessments with their students on BOY and MOY?
- Areas of Improvement: Consistency in teacher implementation (i.e. default option in grade book not set consistently at the beginning of the year), Is the work from last year being monitored, discussed, and continually revised like grade-level units?

Castellanos:

- Teacher created assessments: formative & summative
- Math assessment calendar
- Revised grading scale
- Weight of assignments are consistent across grade level but number of assignments are not consistent between contents, need support to grade DL students via IEP with acknowledge of students accommodations and modifications
- NWEA tracking, same school grading policy, create rubrics for projects
- Inclusion in Reading, Science and Social Studies

### 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	<ul style="list-style-type: none"> <li>✓ Examples of a variety of teacher created and teacher selected assessments</li> <li>✓ Units and lesson plans with formative and summative assessments embedded in a long term plan</li> <li>✓ Evidence of assessment data analysis for the purpose of planning</li> <li>✓ Assessment calendar</li> <li>✓ Examples of gradebooks</li> <li>✓ School's grading policy</li> <li>✓ Grade distribution reports (course success rates)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>1.e. Selecting Learning Objectives</li> <li>1.f. Designing Student Assessment</li> <li>2.f. Using Assessment in Instruction</li> <li>4.a. Reflecting on Teaching &amp; Learning</li> <li>4.b. Maintaining Accurate Records</li> </ul>
CPS Performance Standards for School Leaders	81. 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="#">CPS Balanced Assessment Framework &amp; Assessment Models</a></li> <li>✓ <a href="#">Assessment Design Toolkit</a></li> <li>✓ <a href="#">Teacher Made Assessment Basics</a></li> <li>✓ <a href="#">Grading principals and guidelines</a></li> <li>✓ <a href="#">Great Schools Partnership –Grading + Reporting</a></li> </ul>

**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**

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<p>Cardenas:</p> <ul style="list-style-type: none"> <li>-More support for SEL kids, MTSS folders in place, case manager supplies support and resources when needed</li> <li>-Included in theory of action</li> <li>-E-mail to Karen at EOY regarding final tiers</li> <li>-Progress monitoring/intervention logs</li> </ul> <p>(implementation of the previously mentioned needs more support, difficult to find interventions for student needs. More time to discuss ideas on how to implement MTSS in the classroom)</p> <ul style="list-style-type: none"> <li>-Counselor sends resources and there are trainings, collaboration between SPED and GP Teachers, attendance tracking</li> <li>-What's Working: Timely interventions, Interventions for absenteeism, Positive school climate</li> <li>-Areas of Improvement: Support / interventions for Tier 2 &amp; 3 level students</li> <li>-MTSS team? PLP? Domain meetings, collaboration with case manager and psychologist</li> </ul> <p>Castellanos:</p> <ul style="list-style-type: none"> <li>-Monitor students at high risk and provide them with additional support and use resources Compass Learning, IXL, staff support</li> <li>-Need SEL support; use of intervention bundles</li> <li>-No evidence of MTSS, there is no MTSS team or a person of contact. Intervention occurs between collaboration of teachers and support staff based on isolated cases.</li> <li>-I-time (small group instructions), Tier 2 and 3 students have been identified</li> <li>-SEL load seems to be increasing</li> </ul>
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**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 Supportive Environment
CPS Framework for Teaching	<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:

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

Score

1 2 3 4

Cardenas:

- Attendance prizes cause lots of hurt feelings. Should we have an honor roll? Social contracts created with students
- Culture and climate themes
- Attendance charts and logs
- Having time to establish classroom expectations and build community/culture
- IEP's
- MTSS Logging tools
- Interventions
- Evidence of student tasks (bulletin boards)
- What's Working: High learning expectations for all students, Attainment and growth scores, Attendance incentives, Students self-assess
- Areas for Improvement: Continue modeling a growth mindset

Castellanos:

- Set high expectations for learning objectives in units
- Utilize strategies for timely and daily attendance e.g, incentives
- School wide expectations: Voice level charts
- Positive praise for effort and progress
- Goal setting; growth mindset needs to be consistent across classrooms; first 20 days; provide feedback
- Teachers and students are well aware of the NWEA scores and the NWEA goals. There is a shift of high expectations for students evident in the units. Units are planned with knowledge of the standards of current grade as well as the next grade. Teachers communicate the expectation that all students can achieve at high levels (e.g. Science, DL)
- Climate and culture committee, shared conduct form, behavior/field trip contract
- Middle school just squeek by to next grade (6&&), need for honor society

## 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:**

Score

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.

1 2 3 4

Cardenas:

- No one to check in with students who need it, principal has open door policy with parents and teachers
- Open sessions hosted by principal
- School Climate Self assessments(on survey monkey)
- School climate themes
- My voice my school survey
- Social contract, consistent positive interaction, support from Social Worker and Counselor, common prep time
- No mentors for students
- What's Working: Ongoing teacher/staff collaboration, Strong norms for positive behaviors, Staff interactions with students are more positive than corrective
- Social contracts, IEP team works well together, PD, 5 essentials

Castellanos:

- BAM for upper grades; morning meetings; counseling staff
- Students have at least one person that they can talk to, bullying, SEL support staff's work load is too big...not able to meet students's need
- Ongoing behavioral issues since the beginning of the year, need of cultural awareness, deescalate situations that arise, acknowledge positive achievements,
- Reach observations, Restorative practices (Ortiz)
- Focused with middle school , concern with student-teacher-student

**Guide for Relational Trust**

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

**Evidence, Measures, and Standards**

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

Score

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

1 2 3 4

Castellanos Only:

- My Voice, My school survey; student committee represents upper grades
- Student Advisory Board was created, no community service
- Give students choices on projects, choices for incentives/ rewards
- Different Sports, 8th grade walk out
- Need for NJHS, need for service work"

## 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>• MINS Student Survey completion rates and results</li> <li>• Artifact 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>• Sample learning reports and/or reflections of SL projects</li> <li>• Link and curriculum maps, rubric, assessment artifact</li> <li>• Evidence of student work</li> <li>• Democracy School recognition</li> </ul>
Measure	✓ Five Essentials – Supporting Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 3a. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/MS 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

Cardenas:

- Drills and procedures in place
- If issues arise in the classrooms, teachers address it and take the necessary steps to resolve
- Misconduct reports, Incident reports, Accident reports, MIR reports
- Organized exit schedule, movement plan for building
- No phones in rooms, no locks on doors or closets, emergency plans in place
- What's Working: Clear procedures for all aspects of school life, Students are included in key conversations about their learning
- 5 essentials, misconduct/incident reports, SQRP, voice levels, social contracts, student handbook

Castellanos:

- Security guards in halls; safe passage; drills
- Noise level charts created by Culture and Climate team, transitions have improved since last year
- What qualifies as ISS seems to vary. We practice drills but when we have a fire drill, there is inconsistency with ways we exit the building (e.g. by twos, some as a whole group, some in a line, needs to be orderly), staff have radios, security is alerted, but teachers may not be alerted
- Culture and climate committee, restorative practices, immediate responses to behavior
- Need further training in restorative justice

### Guide for Safety & Order

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

### Evidence, Measures, and Standards

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

### Restorative Approaches to Discipline:

Score

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.

1 2 3 4

#### Cardenas:

- Teachers log progress on MTSS, teachers focus on positive behavior
- (one child can change the dynamics of the classroom. How to we help the child when all resources are already used?) Fill out forms, but routine followup needed
- Social contract, procedure work, Cardenas CAR, trauma training, voice level chart, parent communication expectations
- What's Working: Teachers teach expected behaviors, Restorative discipline system in place,
- Areas for Improvement: Continue to incorporate SEL skills in instruction (i.e. monthly character emphasis like last year)

#### Castellanos:

- Discipline related issues are reactive not proactive
- Some staff members received RP training last year but there is no "roll-out" plan.
- Not all teachers have structures in place to deescalate situations and consequences are varied, as a staff, we are more inclined to be reactive versus restorative
- Misconduct data, parent/teacher conferences
- Need further training in restorative justice

### Guide for Restorative Approaches to Discipline

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

## Evidence, Measures, and Standards

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

### Parent and Family Partnership:

Score

1 2 3 4

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

Cardenas:

- Weekly teacher and monthly principal news letters, student shows and family nights
- Monthly newsletters
- Wednesday parent meetings/seminars
- Assemblies
- Teachers available for parents, communication around attendance
- Family nights, assemblies, Cardenas and teacher news letters
- Areas for Improvement: Continue to solicit the support and engagement of families as partners

Castellanos:

- LSC; open house; parent teacher conferences; BAC; parent portal; class dojo; Remind
- Consistent flyers communicated to parents in English and Spanish, ENLACE partnered with our school, communicate with parents regarding students' behavior and/or academic progress, communication occurs via text, emails, Report Card Pick Up, Open House, Drama assemblies
- When parents have a meeting with teachers, the "positives" are mentioned first, lack of family community events, Parent Teacher Conferences, Open House, school conduct home visits (Suarez & Mejia), daily phone calls to absentees, school calendars, LSC & BAC monthly meetings, same parents attend these meetings - it's not school wide, parents can reach out to teachers regularly through IMPACT, gmail, google classroom, DOJO, keeping up with detentions - 7th grade
- 8th grade meetings
- Drama Showcase, Basketball

### 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
	✓ Fundraising activities and amounts (if applicable)
Measures	✓ How does the school honor and reflect the diversity of families including language and culture?
	✓ Five Essentials Score – Involved Families
Five Essentials	Involved Families
	My Voice, My School Survey scores – outreach to parents, parent-teacher trust
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
2	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 $\emptyset$
2	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 $\emptyset$
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1 <b>2</b> 3 4 5 $\emptyset$
2	Expectations for depth & breadth of Student Learning: Curriculum	<b>1</b> 2 3 4 5 $\emptyset$
2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 $\emptyset$
2	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 <b>5</b> $\emptyset$
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 $\emptyset$
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 $\emptyset$
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 $\emptyset$
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 2 <b>3</b> 4 5 $\emptyset$
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 $\emptyset$

3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Parent and Family Partnership	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊗

Goals

Required metrics (Elementary)

18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
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**National School Growth Percentile - Reading**

<p>The 2018-2019 SQRP goal is based on an average of the Cardenas and Castellanos Data in this area from the 2016-2017 school year. As newer data becomes available the goals will be updated.</p> <p>The Cardenas Data for 2016-2017 was the 82nd Percentile and the Castellanos Data for 2016-2017 was the 73rd Percentile. The average percentile between the two schools is the 78th Percentile which is what the goals were made from using the Elementary CIWP Goal Setting tool.</p>	79.00	82.00	85.00	83.75	90.00
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**National School Growth Percentile - Math**

<p>The 2018-2019 SQRP goal is based on an average of the Cardenas and Castellanos Data in this area from the 2016-2017 school year. As newer data becomes available the goals will be updated.</p> <p>The Cardenas Data for 2016-2017 was the 78th Percentile and the Castellanos Data for 2016-2017 was the 65th Percentile. The average percentile between the two schools is the 72nd Percentile which is what the goals were made from using the Elementary CIWP Goal Setting tool.</p>	79.00	78.00	93.00	80.75	90.00
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**% of Students Meeting/Exceeding National Ave Growth Norms**

<p>The 2018-2019 SQRP goal is based on an average of the Cardenas and Castellanos Data in this area from the 2016-2017 school year. As newer data becomes available the goals will be updated.</p> <p>The Cardenas Data for 2016-2017 was 67.7% and the Castellanos Data for 2016-2017 was 57.5%. The average percentile between the two schools is 62.6% which is what the goals were made from using the Elementary CIWP Goal Setting tool.</p>	66.80	67.70	77.00	66.30	70.00
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**African-American Growth Percentile - Reading**

N/A	(Blank)	(Blank)	0.00	0.00	0.00
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**Hispanic Growth Percentile - Reading**

<p>The 2018-2019 SQRP goal is based on an average of the Cardenas and Castellanos Data in this area from the 2016-2017 school year. As newer data becomes available the goals will be updated.</p> <p>The Cardenas Data for 2016-2017 was the 86th Percentile and the Castellanos Data for 2016-2017 was the 75th Percentile. The average percentile between the two schools is the 81st Percentile. For this area the Elementary CIWP Goal Setting Tool set goals lower than the current average. The school adjusted the goals.</p>	74.00	86.00	85.00	83.00	85.00
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**English Learner Growth Percentile - Reading**

Castellanos Data Only. The Castellanos Data for 2016-2017 was the 92nd Percentile. For this area the Elementary CIWP Goal Setting Tool set goals significantly lower than the current average. The school adjusted the goals.

(Blank)

(Blank)

0.00

85.00

85.00

**Diverse Learner Growth Percentile - Reading**

Castellanos Data Only. The Castellanos Data for 2016-2017 was the 86th Percentile. For this area the Elementary CIWP Goal Setting Tool set goals significantly lower than the current average. The school adjusted the goals.

(Blank)

(Blank)

0.00

80.00

85.00

**African-American Growth Percentile - Math**

N/A

(Blank)

(Blank)

0.00

0.00

0.00

**Hispanic Growth Percentile - Math**

The 2018-2019 SQRP goal is based on an average of the Cardenas and Castellanos Data in this area from the 2016-2017 school year. As newer data becomes available the goals will be updated.  
The Cardenas Data for 2016-2017 was the 80th Percentile and the Castellanos Data for 2016-2017 was the 68th Percentile. The average percentile between the two schools is the 74th Percentile which is what the goals were made from using the Elementary CIWP Goal Setting tool.

78.00

80.00

95.00

72.00

80.00

**English Learner Growth Percentile - Math**

Castellanos Data Only. The Castellanos Data for 2016-2017 was the 89th Percentile. For this area the Elementary CIWP Goal Setting Tool set goals significantly lower than the current average. The school adjusted the goals.

(Blank)

(Blank)

0.00

80.00

85.00

**Diverse Learner Growth Percentile - Math**

Castellanos Data Only. The Castellanos Data for 2016-2017 was the 63rd Percentile. The goals were made using the Elementary CIWP Goal Setting tool.

(Blank)

(Blank)

0.00

66.50

70.00

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

The 2018-2019 SQRP goal is based on an average of the Cardenas and Castellanos Data in this area from the 2016-2017 school year. As newer data becomes available the goals will be updated.  
The Cardenas Data for 2016-2017 was the 57th Percentile and the Castellanos Data for 2016-2017 was the 55th Percentile. The average percentile between the two schools is the 56th Percentile which is what the goals were made from using the Elementary CIWP Goal Setting tool.

48.00

57.00

80.00

63.00

70.00

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

The 2018-2019 SQRP goal is based on an average of the Cardenas and Castellanos Data in this area from the 2016-2017 school year. As newer data becomes available the goals will be updated.  
The Cardenas Data for 2016-2017 was the 88th Percentile and the Castellanos Data for 2016-2017 was the 56th Percentile. The average percentile between the two schools is the 72nd Percentile which is what the goals were made from using the Elementary CIWP Goal Setting tool.

73.00

88.00

91.00

81.00

90.00

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

The Cardenas Data for 2016-2017 was the 57th Percentile. The goals were made using the Elementary CIWP Goal Setting tool.

46.00

57.00

66.00

63.50

70.00

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

The Cardenas Data for 2016-2017 was the 85th Percentile. The goals were made using the Elementary CIWP Goal Setting tool.

84.00

85.00

90.00

87.50

90.00



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

N/A	41.20	(Blank)	66.00	0.00	0.00
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**Average Daily Attendance Rate**

The 2018-2019 SQRP goal is based on an average of the Cardenas and Castellanos Data. The Cardenas Data for 2016-2017 was 96.2% and the Castellanos Data for 2016-2017 was 95.3%. The average percentile between the two schools is 95.75%. We always want to be above 96% and the goals were made based off of our school-wide expectations.	96.30	96.20	97.00	96.00	96.50
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**My Voice, My School 5 Essentials Survey**

The 2018-2019 SQRP goal is based on an average of the Cardenas and Castellanos Data in this area from the 2016-2017 school year. As newer data becomes available the goals will be updated. In 2016-2017 Cardenas was rated Well-Organized in 2016-2017 Castellanos was rated Not Yet Organized. Our goal is for Cardenas to stay Well-Organized and for Castellanos to improve to Organized, then Well-Organized.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

0 of 0 complete

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

Strategy 1

If we do...

...then we see...

...which leads to...

Continuous revision of units of study across the curriculum areas to ensure alignment to Common Core State Standards, Next Generation Science Standards, and Illinois Social Science Standards. Utilize the Depths of Knowledge when planning tasks and assessments.	Consistent expectations across classrooms and content areas with classroom instruction. Assessments and tasks are appropriate for all students: general, bilingual, and diverse learners.	An increase in critical thinking among students and an increase with student achievement on the NWEA.
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Tags:

Curriculum, Rigorous instruction, Curriculum alignment

Area(s) of focus:

1, 2, 3, 4

Action step	Responsible	Timeframe	Status
Set a schedule of grade level meetings focused on unit development	Principal	Jul 1, 2018 to Aug 31, 2018	Not started

**Grade level meetings**

Develop criteria for what we want our units to include: standards, differentiation, assessments, rubrics	School administration and teachers	Aug 27, 2018 to Sep 28, 2018	Not started
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**Units of study, Criteria**

Grade level meetings focusing on unit revision.	School administration and teachers	Aug 27, 2018 to May 31, 2019	Not started
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**Grade level meetings, Units of study, Curriculum review**

Progress Monitoring: Looking at Student Work (LASW), Assessments, and Learning Walks	School administration and teachers	Oct 1, 2018 to May 31, 2019	Not started
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**Progress monitoring, Learning rounds, Analyze student work**

Data analysis to inform instructional planning using unit assessments and benchmark assessments.	School administration and teachers	Oct 8, 2018 to Jun 12, 2020	Not started
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**Data analysis, Data conversations, Data informed instruction**

Grade level meetings with a focus on a vertical review of the units of study to ensure there are no overlaps or gaps in content areas between grade levels.	Grade levels	Feb 1, 2019 to Mar 31, 2020	Not started
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**Grade level meetings, Vertical alignment, Units of study**

Strategy 2

If we do...

Develop a process for grade levels and departments to review content area scope and sequences, curriculum, and assessments.

...then we see...

Stronger alignment of content area curriculum to Common Core State Standards, Next Generation Science Standards, and Illinois Social Science Standards.

...which leads to...

A solid flow of learning from grade level to grade level eliminating gaps of learning and repetitive learning. There will be an increase in student achievement scores specifically on the end of year NWEA.

Tags:

Vertical alignment, Curriculum alignment, Grade level team meetings, Academic standards

Area(s) of focus:

1, 2, 3, 4

Action step	Responsible	Timeframe	Status
Identify anchor texts to be used at each grade level.	School administration and teachers	Aug 27, 2018 to Jun 7, 2019	Not started

**Grade level meetings, Anchor texts**

Develop a schedule for vertical meetings between grades and departments	School administration	Jul 1, 2018 to Aug 31, 2018	Not started
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**Grade level meetings, Schedule, Vertical planning**

Establish norms for vertical meetings	School administration and teachers	Aug 27, 2018 to Sep 14, 2018	Not started
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**Grade level meetings, Vertical planning, Agreed upon norms**

Vertical Meetings to review curriculum scope and sequences, standards, key skills, and academic language. This will include discussing grading practices.	School administration and teachers	Aug 27, 2018 to May 29, 2020	Not started
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**Scope and sequence, Common core state standards, Expectations for depth & breadth of quality teaching: balanced assessment & grading, Next generation science standards, Social science, Academic language**

Strategy 3

If we do...

...then we see...

...which leads to...

Develop a Multi-Tiered System of Support (MTSS) process: team, plan, tools, and tracking system to focus on stronger Tier 2 and Tier 3 implementation.

A comprehensive approach to academic and social and emotional learning (SEL). There will be better knowledge of interventions including the scheduling of interventions. Intervention data will be more closely monitored.

More accurate placement of students on MTSS Tier 2 and 3 for both academic and SEL. More students moving from Tier 2 back to Tier 1 with proper interventions.

Tags:

MTSS, SEL, Interventions, Tier 2 & 3

Area(s) of focus:

1, 2, 3, 5

Action step

Responsible

Timeframe

Status

Establish a MTSS Team

Principal

May 1, 2018 to Aug 31, 2018

Not started

**Mtss team**

Create a MTSS Toolbox: Tier 2/3 Interventions, Progress Monitoring Tools, Data gathering protocols, tier placement, and tier monitoring.

MTSS Team and Teachers

Aug 27, 2018 to Jun 12, 2020

Not started

**Interventions, Tier 2 & 3, Progress monitoring, Data collection, Mtss team**

Brainstorm ideas on how to schedule intervention and enrichment into the current day

School administration, MTSS Team, and teachers

May 1, 2018 to Sep 28, 2018

Not started

**Interventions, Enrichment, Schedule**

Strategy 4

If we do...

...then we see...

...which leads to...

Develop a school approach to building relationships with students and adults.

Stronger relationships between staff and students, students and students, and teacherIncreased student accountability and ownership of actions.

An improvement in the culture and climate of the school. Improved student attendance. A decrease with student misconduct reports. A better rating in the teacher/teacher and the student responses on the My Voice, My School (5E) report.

Tags:

SEL, Relationships, Discipline

Area(s) of focus:

2, 5

Action step

Responsible

Timeframe

Status

Expand the Culture and Climate Team from Castellanos to Cardenas incorporating members from Pre-K to 8th grade.

Principal

Aug 27, 2018 to Sep 7, 2018

Not started

**SEL, Culture and climate**

Expand the student voice committee to include 4th and 5th grade students.

Principal

Sep 4, 2018 to Oct 31, 2018

Not started

**Student voice committee**

Social and Emotional Professional Development

Principal

Aug 1, 2018 to Jun 30, 2020

Not started

**SEL, Professional development**

Establish common expectations as a staff. Staff expectations of students. Student expectations of Staff. Student expectations with students. Staff expectations with Staff.

School administration and Culture and Climate Team

May 1, 2018 to Sep 4, 2018

Not started

**Expectations, School culture and climate team**

Strategy 5

If we do...

Utilize different forms of teacher collaboration to improve instructional planning.

...then we see...

A deeper understanding by teachers of the pedagogical approaches, instructional planning, and curriculum implementation of fellow teachers.

...which leads to...

Learning tasks and assessments have the appropriate level of rigor. An increase with student achievement on in-class assessments and district assessments

Tags:

Rigorous tasks, Instructional planning, Collaboration, Pedagogy

Area(s) of focus:

1, 2, 3, 4

Action step

Establish a peer observation process: Expectations, Schedule, Conversations.

Responsible

School Administration and ILT

Timeframe

Sep 4, 2018 to Dec 21, 2018

Status

Not started

**Peer observation**

Utilize teacher leaders to provide resources and professional development in different settings such as grade level meetings, after school, demonstration lessons, etc...

School Administration and ILT

Oct 1, 2018 to Jun 12, 2020

Not started

**Professional development, Resources, Grade level meetings, Teacher leadership**

Action Plan

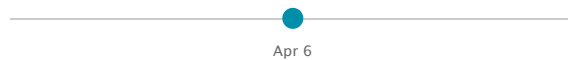
Strategy 1

NOT STARTED

Set a schedule of grade level meetings focused on unit development"

Jul 01, 2018 to Aug 31, 2018 - Principal

Status history



NOT STARTED

Apr 06, 2018

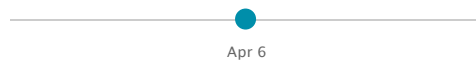
**Evidence**  
Schedule of meetings

NOT STARTED

Grade level meetings focusing on unit revision."

Aug 27, 2018 to May 31, 2019 - School administration and teachers

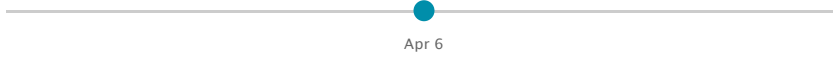
Status history



NOT STARTED Apr 06, 2018  
**Evidence**  
Revised Units

NOT STARTED Develop criteria for what we want our units to include: standards, differentiation, assessments, rubrics"  
Aug 27, 2018 to Sep 28, 2018 - School administration and teachers

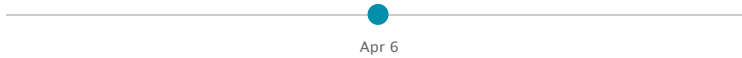
### Status history



NOT STARTED Apr 06, 2018  
**Evidence**  
Meeting notes and documentation of criteria

NOT STARTED Progress Monitoring: Looking at Student Work (LASW), Assessments, and Learning Walks"  
Oct 01, 2018 to May 31, 2019 - School administration and teachers

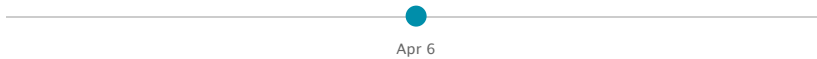
### Status history



NOT STARTED Apr 06, 2018  
**Evidence**  
Learning walk reports, LASW protocols

NOT STARTED Data analysis to inform instructional planning using unit assessments and benchmark assessments."  
Oct 08, 2018 to Jun 12, 2020 - School administration and teachers

### Status history



NOT STARTED Apr 06, 2018  
**Evidence**  
Grade level meeting notes. Data analysis documents.

NOT STARTED Grade level meetings with a focus on a vertical review of the units of study to ensure there are no overlaps or gaps in content areas between grade levels."  
Feb 01, 2019 to Mar 31, 2020 - Grade levels

### Status history

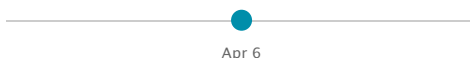


NOT STARTED Apr 06, 2018  
**Evidence**  
Grade level meeting notes and unit revisions.

## Strategy 2

NOT STARTED Identify anchor texts to be used at each grade level."  
Aug 27, 2018 to Jun 07, 2019 - School administration and teachers

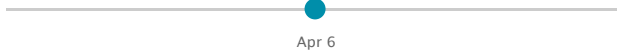
### Status history



**NOT STARTED** Apr 06, 2018  
**Evidence**  
List of protected anchor texts

**NOT STARTED** Develop a schedule for vertical meetings between grades and departments"  
Jul 01, 2018 to Aug 31, 2018 - School administration

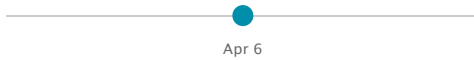
### Status history



**NOT STARTED** Apr 06, 2018  
**Evidence**  
Meeting Schedule

**NOT STARTED** Establish norms for vertical meetings"  
Aug 27, 2018 to Sep 14, 2018 - School administration and teachers

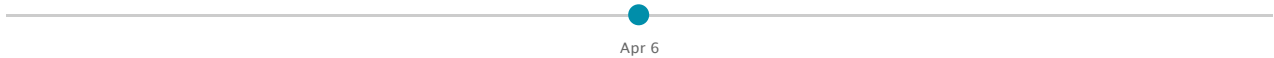
### Status history



**NOT STARTED** Apr 06, 2018  
**Evidence**  
Meeting Notes

**NOT STARTED**  
Vertical Meetings to review curriculum scope and sequences, standards, key skills, and academic language. This will include discussing grading practices."  
Aug 27, 2018 to May 29, 2020 - School administration and teachers

### Status history

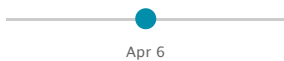


**NOT STARTED** Apr 06, 2018  
**Evidence**  
Vertical Team Notes

## Strategy 3

**NOT STARTED** Establish a MTSS Team"  
May 01, 2018 to Aug 31, 2018 - Principal

### Status history



**NOT STARTED** Apr 06, 2018  
**Evidence**  
Team list

**NOT STARTED**  
Create a MTSS Toolbox: Tier 2/3 Interventions, Progress Monitoring Tools, Data gathering protocols, tier placement, and tier monitoring."  
Aug 27, 2018 to Jun 12, 2020 - MTSS Team and Teachers

### Status history

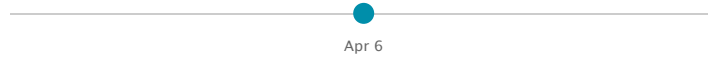


Apr 6

**NOT STARTED** Apr 06, 2018  
**Evidence**  
Products and protocols developed by the MTSS Team

**NOT STARTED** Brainstorm ideas on how to schedule intervention and enrichment into the current day"  
May 01, 2018 to Sep 28, 2018 - School administration, MTSS Team, and teachers

### Status history



**NOT STARTED** Apr 06, 2018  
**Evidence**  
Time distributions

### Strategy 4

**NOT STARTED** Expand the Culture and Climate Team from Castellanos to Cardenas incorporating members from Pre-K to 8th grade."  
Aug 27, 2018 to Sep 07, 2018 - Principal

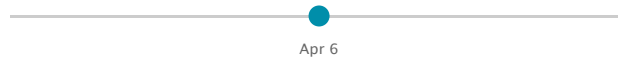
### Status history



**NOT STARTED** Apr 06, 2018  
**Evidence**  
Culture and Climate Roster

**NOT STARTED** Expand the student voice committee to include 4th and 5th grade students."  
Sep 04, 2018 to Oct 31, 2018 - Principal

### Status history



**NOT STARTED** Apr 06, 2018  
**Evidence**  
Student Voice Committee Roster

**NOT STARTED** Social and Emotional Professional Development"  
Aug 01, 2018 to Jun 30, 2020 - Principal

### Status history



**NOT STARTED** Apr 06, 2018  
**Evidence**  
PD Agendas, Evaluations, and Feedback

**NOT STARTED**  
Establish common expectations as a staff. Staff expectations of students. Student expectations of Staff. Student expectations with students. Staff expectations with Staff."

May 01, 2018 to Sep 04, 2018 - School administration and Culture and Climate Team

### Status history

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Apr 6

NOT STARTED

Apr 06, 2018

**Evidence**

Expectations document

### Strategy 5

NOT STARTED

Establish a peer observation process: Expectations, Schedule, Conversations."

Sep 04, 2018 to Dec 21, 2018 - School Administration and ILT

### Status history

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Apr 6

NOT STARTED

Apr 06, 2018

**Evidence**

Peer observation protocol document

NOT STARTED

Utilize teacher leaders to provide resources and professional development in different settings such as grade level meetings, after school, demonstration lessons, etc..."

Oct 01, 2018 to Jun 12, 2020 - School Administration and ILT

### Status history

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Apr 6

NOT STARTED

Apr 06, 2018

**Evidence**

Professional development logs

### 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.

Parents are surveyed during the year asking for their input on all aspects of the school. In addition the information from the my school, my voice surveys are used to gauge what the parents think work well and what needs improvement.

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

School administration develops a calendar of bi-monthly meetings for parents in which the PAC meets. Flyers and calendars are sent to parents informing the parents of the meetings. The parent coordinator keeps track of parent attendance and provides incentives for parents who attend each meeting. The date for the Title I informational Meeting and Title I PAC Organizational Meeting is 9/26/18.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

The parent coordinator will work with the school administration and parents to ensure all parents have opportunities to contribute to the progress of the school through meetings, discussions, surveys, and any other means needed.

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.

When the school receives the parent report for the PARCC exam those reports will be distributed to the parents.

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.

We currently do not have any teachers who are not "highly qualified." If that were to take place a letter from the school would be sent home to the parents explaining the situation and the action steps to resolve the situation.

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.

Parent meetings are held discussing curriculum standards, state, and local assessments. In addition, printed material in English and Spanish are sent home providing information regarding the local and state assessments.

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.

Parent meetings, handouts, workshops all held to help parents assist and work with their children.

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.

During professional development sessions all topics include parent involvement and communication. Training is provided to teachers on how to effectively communicate with parents.

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.

The school administration ensures through monitoring that all programs are cohesive and work to stimulate student achievement and improvement.

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 flyers and information for parents is sent home in English and Spanish. All flyers and information has the school identifying information of address and phone so parents know the flyer comes from the school. Flyers for teachers to send home are hand delivered to teachers to distribute so the information is sent in a timely manner.

#### Policy Implementation Activities

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

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

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

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

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

n/a

#### School-Parent Compact

Complete

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

At Cárdenas we maintain high expectations for all members of the school community (students, parents, and staff). As educators we lay the foundation for college, career, and life readiness. We empower students to be problem-solvers and critical thinkers. We strive to provide a rigorous and differentiated educational experience for all students. Every child will have an equal opportunity to be educated in a safe, inclusive, and positive environment.

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.

Formal parent-teacher conferences are held after the 1st and 3rd quarter. There are also parent-teacher conferences held at anytime at the request of the teacher or the parent.

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 reports are sent home during the 5th week of each quarter. In addition teachers call and write parents when there are concerns or questions about student progress.

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

Staff are accessible to parents everyday during their preparation periods, after school, or by appointment.

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.

Any parent can volunteer in a classroom or the school. Parents wishing to volunteer must complete the Chicago Public Schools Volunteer Process.

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

Parents are expected to assist their children with homework, ensure their children are ready and prepared for school, and monitor academic and social progress of their child.

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 are able to participate in decision making through being on the LSC, BAC, PAC, and through discussions during parent meetings. In regards to decisions about individual students, parents work with the school administration and parents to make decisions that best serve the child.

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

Students are provided with quarterly and yearly incentives for perfect attendance. Teachers and administrators frequently discuss with students the importance of student responsibility in regards to improving academic achievement.

**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.

There will be monthly parent meetings to support the needs of parents. Meetings will focus on helping with academics and other self-help topics for parents such as diabetes, immigration, etc... There will also be field trips to parent university. The parent coordinator will work with the FACE department to identify other opportunities for parents.

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.	\$ 1461 .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.	\$ 853 .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	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$ 0 .00
<p>54205</p>	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ 1100 .00

<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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