



Christopher Columbus Elementary School / Plan summary

## 2018-2020 plan summary

### Team

Name	Role	Email	Access
Wendy Oleksy	Principal	waoleksy@cps.edu	Has access
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Anastasia Constatine	Special Education Teacher/LSC Member	aconstatine@cps.edu	Has access
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Jon Bull	Resident Principal	jbull@cps.edu	Has access

### Team meetings

Date	Participants	Topic
02/20/2018	All CIWP Team, except Anastasia and Nathan	SEF
02/26/2018	All CIWP Team, except Anastasia and Nathan	SEF Completion

03/05/2018

All CIWP Team, except Anastasia and Nathan

Reviewing current CIWP

03/12/2018

All CIWP Team, except Anastasia and Nathan

Analyzing Data, drafting goals and priorities

03/19/2018

All CIWP Team, except Anastasia and Nathan

Drafting goals and priorities

School Excellence Framework

Culture of & Structure for Continuous Improvement

0 of 4 complete

**Leadership & Collective Responsibility:**

Score

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

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**Guide for Leadership & Collective Responsibility**

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
  - Consider the demographics of the school community in developing a shared vision.
  - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
  - Consistently use informal and formal opportunities to champion and articulate the vision.
  - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
  - Ensure the school's identity, vision, and mission drive school decisions.
  - Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
  - Build shared leadership structures and opportunities for job-embedded leadership training and development.
  - Capitalize on the leadership skills of others.
  - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
  - Master skills associated with large-scale strategic planning processes and implementation of such plans.
  - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
  - Model ambitious goals for teaching and learning for all students, including priority groups.
  - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
  - Buffer staff from external distractions to the school's priorities and goals.
  - Limit school improvement goals to a few high leverage activities.
  - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

**Evidence, Measures, and Standards**

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

**Instructional Leadership Team:**

Score

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

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**Guide for Instructional Leadership Team**

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

**Evidence, Measures, and Standards**

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ ILT Effectiveness Rubric Score</li> <li>✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes)</li> <li>✓ Evidence that work of ILT has contributed to positive outcomes for students and staff</li> <li>✓ Teacher team agendas/minutes reflective of ILT focus</li> </ul>
Measures	✓ 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	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Instructional Leadership Team Planning Tools</a></li> <li>✓ <a href="#">PLC and Mentoring Coaching Resources</a></li> </ul>

**Professional Learning:**

Score

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

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**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	Effective Leaders Collaborative Teachers
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:

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

Score

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### 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

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### Curriculum:

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

Score

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### 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	✓ SGRP Attainment and Growth
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

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## 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	<a href="#">Curriculum &amp; Instruction</a>
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	A3. Allocates Resources to Support Student Learning, Prioritizing
<b>NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING</b> <ul style="list-style-type: none"> <li>✓ <a href="#">Universal Design for Learning Guidelines 2.0</a></li> <li>✓ <a href="#">UDL PD Modules</a></li> <li>✓ <a href="#">CPS Integrated Library System (S.O.A.R.)</a></li> </ul>	

### Rigorous Student Tasks:

The school regularly examines student work - what students are being asked to do on in their classrooms - across grades or courses in all content areas. Examining the texts and tasks students experience provides the necessary insight to gauge rigor and illuminate how the standards are actualized prompting the question whether or not approaches support the true spirit of college and career readiness. (adapted from The Education Trust – Equity in Motion Series)

Score

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## Guide for Rigorous Student Tasks

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

## Evidence, Measures, and Standards

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

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

Score

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)

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### 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>✓ Ambition 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	Ambitious Instruction      Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"><li>✓ Everything College</li><li>✓ CPS Ambition 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>✓ Identifying Linkages Between Summer Programs, Schools, and Community</li><li>✓ From HS to the Future (CCSR, 2006)</li></ul>
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

Expectations for depth & breadth of Quality Teaching

0 of 3 complete

### Instruction:

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

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## 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>✓ SQRP 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	<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="#">3b. Using Questioning and Discussion Techniques</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">3d. Using Assessment in Instruction</a></li> <li><a href="#">3e. Demonstrating Flexibility and Responsiveness</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>B2. Observes and Evaluates Staff and Gives Feedback to Staff</li> </ul>
<b>NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING</b>	
	<ul style="list-style-type: none"> <li>✓ <a href="#">CPS Framework for Teaching with Critical Attributes</a></li> <li>✓ <a href="#">CPS Framework for Teaching Professional Learning Modules</a></li> <li>✓ <a href="#">CPS Framework for Teaching Professional Learning Opportunities</a></li> <li>✓ <a href="#">Special Education Addendum</a></li> <li>✓ <a href="#">English Language Learner Addendum</a></li> </ul>

### Balanced Assessment & Grading:

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

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### Guide for Balanced Assessment & Grading

- Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.
- Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see *MTSS and Instruction*)
- Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications.
  - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments. (see Rigorous Student Tasks)
- Utilize assessments that measure the development of academic language for English learners.
- Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs
- Improve and promote assessment literacy.
  - Work together on building common assessments within a department, course, or grade level team.
  - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit.
  - Use common protocols and calibrate on scoring and grading in teacher teams.
  - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.
  - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
  - Measure, report, and document student progress and proficiency:
    - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
    - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
  - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
  - Ensure grades are not used as a form of punishment, control, or compliance.

## Evidence, Measures, and Standards

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

### Multi-Tiered System of Supports:

Score

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

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### Guide for Multi-Tiered System of Supports

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

## Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

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**Culture for Learning:**

Score

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

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Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
  - Use strategies to reinforce and cultivate student curiosity.
  - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
  - Consistently communicate the expectation that all students can achieve at high levels.
  - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
  - Clearly display school-wide expectations for academic and personal success throughout the building.
  - Set high expectations according to grade-appropriate learning objectives.
  - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
  - Recognize high levels of student achievement. All students receive recognition.
  - Encourage student resilience and hard work.
  - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
  - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
  - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
  - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
  - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
  - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).

- Employ strategies including ongoing monitoring and support of students' academic behaviors.
- Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Sample of individual student learning goals from a cross-section of teachers</li> <li>✓ Also review student work evidence from Rigorous Student Tasks</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Ambitious Instruction</li> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
<u>MTSS Framework Curriculum &amp; Instruction</u>	
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now WHAT? Materials to Support Improvement Planning	
<ul style="list-style-type: none"> <li>✓ <a href="#">Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance</a></li> <li>✓ <a href="#">Framework for Teaching Companion Guide p. 50</a></li> <li>✓ <a href="#">Social Emotional Learning Supports (cps.edu/SEL)</a></li> <li>✓ <a href="#">ASCA Mindsets &amp; Behaviors</a></li> </ul>	

### Relational Trust:

The school is characterized by high levels of relational trust between all school participants - the "glue" or the essential element that coordinates and supports the processes essential to effective school improvement. Interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. The net result of interactions is that of academic and personal connections among students and adults.

Score

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### Guide for Relational Trust

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

## Evidence, Measures, and Standards

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

**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.

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**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>• MYNS Student Survey completion rates and results</li> <li>• Affidavits from student-run organizations and events (including SVGc)</li> <li>• Meeting minutes/agendas that include student participation</li> <li>• Policies regarding student engagement in decision making</li> <li>• Service learning reports and/or reflections of SL projects</li> <li>• Unit and curriculum maps, rubrics, assessment artifacts</li> <li>• Evidence of student work</li> <li>• Democracy School recognition</li> </ul>
Measure	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Empowering 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, NET Standards

## Safety & Order:

Score

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.

1 2 3 4

(Blank)

## 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<sup>1</sup></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><a href="#">2a. Creating an Environment of Respect and Rapport</a></li><li><a href="#">2c. Managing Classroom Procedures</a></li><li><a href="#">2d. Managing Student Behavior</a></li></ul>
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"><li>✓ <a href="#">Social Emotional Learning Supports (cps.edu/SEL)</a></li></ul>

## Restorative Approaches to Discipline:

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

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## Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
  - A team meets regularly to organize systems that support a restorative environment.
  - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
  - Well-managed routines and transitions maximize instructional time.
  - Engage families as partners.
  - Contact families frequently to inform them of positive student behavior and progress.
  - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.

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

## Evidence, Measures, and Standards

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

### Parent and Family Partnership:

Score

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.

1 2 **3** 4

(Blank)

### Guide for Parent and Family Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
  - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
  - Host events for parents to share with other parents how home and school complement each other.
  - Share best practices around learning and development with parents to support students at home.
  - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
  - Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
  - Assist parents to volunteer in the school and/or participate on teams/committees.
  - Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- **Frequently communicate with families about class and individual activities and individual student's progress.**
  - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.



- Send regular, positive, personalized communication from a staff member.
- Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
  - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
  - Information is provided to parents in their native language.
  - Parent meetings scheduled with interpreters present to facilitate participation.

## Evidence, Measures, and Standards

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

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus $\emptyset$ = Not of focus
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 <b>5</b> $\emptyset$
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 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Student Learning: Curriculum	<b>1</b> 2 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 $\emptyset$
3	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 $\emptyset$
3	Expectations for Quality & Character of School Life: Parent and Family Partnership	1 2 3 4 5 $\emptyset$
3	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 $\emptyset$
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 $\emptyset$
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 $\emptyset$
4	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 $\emptyset$

- 4 Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility
- 4 Culture of & Structure for Continuous Improvement: Professional Learning
- 4 Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports
- 4 Expectations for depth & breadth of Student Learning: Rigorous Student Tasks
- 4 Expectations for Quality & Character of School Life: Safety & Order

1	2	3	4	5	⊖
1	2	3	4	5	⊖
1	2	3	4	5	⊖
1	2	3	4	5	⊖
1	2	3	4	5	⊖

Goals

Required metrics (Elementary)

0 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
<b>National School Growth Percentile - Reading</b>					
(Blank)	64.00	70.00	(Blank)	(Blank)	(Blank)
<b>National School Growth Percentile - Math</b>					
(Blank)	52.00	57.00	(Blank)	(Blank)	(Blank)
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>					
(Blank)	56.70	60.30	(Blank)	(Blank)	(Blank)
<b>African-American Growth Percentile - Reading</b>					
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
<b>Hispanic Growth Percentile - Reading</b>					
(Blank)	58.00	64.00	(Blank)	(Blank)	(Blank)
<b>English Learner Growth Percentile - Reading</b>					
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
<b>Diverse Learner Growth Percentile - Reading</b>					
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
<b>African-American Growth Percentile - Math</b>					
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
<b>Hispanic Growth Percentile - Math</b>					
(Blank)	23.00	42.00	(Blank)	(Blank)	(Blank)
<b>English Learner Growth Percentile - Math</b>					
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)

**Diverse Learner Growth Percentile - Math**

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

(Blank)	65.00	68.00	(Blank)	(Blank)	(Blank)
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**National School Attainment Percentile - Math (Grades 3-8)**

(Blank)	65.00	64.00	(Blank)	(Blank)	(Blank)
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**National School Attainment Percentile - Reading (Grade 2)**

(Blank)	76.00	84.00	(Blank)	(Blank)	(Blank)
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**National School Attainment Percentile - Math (Grade 2)**

(Blank)	59.00	57.00	(Blank)	(Blank)	(Blank)
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**% of Students Making Sufficient Annual Progress on ACCESS**

(Blank)	41.50	(Blank)	(Blank)	(Blank)	(Blank)
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**Average Daily Attendance Rate**

(Blank)	96.00	95.60	(Blank)	(Blank)	(Blank)
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**My Voice, My School 5 Essentials Survey**

(Blank)	(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...

Increase teacher capacity to integrate CCSS, NGSS, and ESL strategies into practice through use of best practices in the content areas, use of UbDs aligned to CCSS to drive instructional improvement and using regular formative assessment strategies to measure student understanding.

...then we see...

Teachers continuing to integrate appropriate CCSS in planning and instruction while embedding WIDA standards in planning and instructing as well. Students will receive CCSS aligned rigorous tasks that meet their individual needs via differentiation, including small group instruction, individual targeted support, and will continue to be engaged in the literacy and math instruction

...which leads to...

increased student achievement, including English Learners and Diverse Learners, in specific Literacy, Math, and Science so that students achieve and surpass projected growth targets on the NWEA. 100% of teachers will participate in quarterly gallery walks to evaluate the alignment of CCSS and integration of WIDA standards in the UbDs. An increase of proficient or distinguished in 3c Student Engagement on REACH. W: what do we want to use as an interim indicator for progress monitoring the implementation of this strategy? IXL? BuzzMath? EngageNY Mid module?

Tags:

Core Instruction, Assessment, Teacher Teams/Collaboration, Instructional practices, Academic gain

Area(s) of focus:

1, 2, 3, 4

Action step	Responsible	Timeframe	Status
Reassess lead teachers by grade band, special education, bilingual, and ancillary to identify any changes in team structures	Administration designates lead teachers	select	Completed

**Core Instruction, Teacher Teams/Collaboration, Instruction, Instructional practices, Academic gain**

Lead teachers attend regular professional developments provided by CPS and outside providers on a quarterly basis.	Lead teachers	select	On-Track
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**Core Instruction, Teacher Teams/Collaboration, Instructional practices, Academic gain**

Lead teachers facilitate professional development regarding new knowledge and skills with their teacher teams or school-wide, if appropriate.	Lead teachers	select	On-Track
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**Core Instruction, Teacher Teams/Collaboration, Instructional practices, Academic gain**

After each TLI, and during PD planning time, teacher leaders will be scheduled to assess how new strategies can be embedded into current or future instruction and to ensure teach backs take place and monitoring of implementation occurs.	Administration and ILT	select	On-Track
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**Teacher Teams/Collaboration, Instructional practices, Professional development, Academic gains**

A needs assessment will be conducted to identify materials and resources that are necessary to sustain UbD units and math core curriculum.	Administration; Teachers	select	Completed
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**Differentiated instruction, Instructional materials, Instructional planning**

Once a month, during non-principal directed teacher team meetings, teachers will support the implementation of the phonics program in primary (Sing Spell Read Write) by reviewing lesson planning, and providing supportive feedback via discussion rubric.	Primary Teacher team	select	Cancelled
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**Instructional practices, Academic gain, Instructional materials**

As teachers plan their UbDs, they will meet quarterly with gradeband peers, discuss, select, and use CCSS-aligned resources designed to build a classroom culture of productive student-to-student discourse.	Teachers	select	On-Track
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**Instructional practices, Academic gain, Discourse**

Teachers will identify instructional materials to ensure that all students have access to grade level, complex text, ensuring alignment to UbDs.	Administration; ILT, Teachers	select	On-Track
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**Instructional materials**

Utilize technology such as chromebooks, smartboards, and ELMOs to support instructional goals and ensure the students can effectively utilize apps and programs to support student learning. Implement an online intervention programs such as iReady Reading and Math, BuzzMath, Kahn Academy, RazKids. (Specific programs will be established after EOY data is analyzed) for the minimum usage exception.	Teachers; Administration	select	On-Track
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**Technology, Aligned resources, Instructional materials**

Teachers will be trained on how to use MTSS to support literacy, math, and SEL instruction and how to integrate small group instruction into their current curricula so that math can be differentiated.	Counselor; MTSS committee members; ILT	select	Completed
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**MTSS, Academic gain, Instructional planning, Academic supports**

K-8th grade teachers will receive training on implementing the new math curriculum Envision Math	Administration; Teachers	select	On-Track
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**Professional Learning, Academic gain, Instructional materials**

Teachers regularly provide learning experiences that include rigorous tasks and strategies to increase productive student discourse and deepen conceptual understanding.	Teachers	select	Behind
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**Instructional practices, Rigorous tasks, Academic expectations, Academic gains**

Peer observations will be conducted to ensure implementation of newly learned strategies from PD	Admin; teacher peers	select	Behind
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**Instructional practices, Academic gains**

K - 2nd grade teachers will receive training on implementing the Orton Gillingham program which enhances foundational/phonics literacy skills	Administration; Teachers	select	On-Track
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**Instructional practices, Academic gains**

1st - 8th grade science teachers will receive training on the InScied Out science program to strengthen science content and curriculum. Teachers also began developing and implementing science UbD units.	(Blank)	select	On-Track
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**Academic gains, Instructional gains**

Teachers differentiate instruction for the language proficiency levels using World-Class Instructional Design and Assessment (WIDA) English Language Development standards and Can Do's when instructing in English	Administration; ILT	select	Behind
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**Strategy 2**

<b>If we do...</b>	<b>...then we see...</b>	<b>...which leads to...</b>
Regularly and consistently analyze student work, formative and summative assessments, using regular formative assessment strategies to measure student understanding,	colleagues pushing each others' practice through questioning and feedback and teachers adapting and revising practices based on data. Students will be engaged in rigorous and robust instruction based on the identified areas of need.	reflective practices, differentiated instruction, improved student achievement, including English Learners and Diverse Learners, in specific Literacy, Math, and Science so that students achieve and surpass projected growth targets on the NWEA,

Tags:  
Teacher Teams/Collaboration, Instructional practices, Differentiated instruction

Area(s) of focus:  
1, 2, 3, 4

Action step	Responsible	Timeframe	Status
Weekly grade band meetings are scheduled	Administration	select	Completed

**Instructional Coaching, Teacher Teams/Collaboration, Instructional practices**

Teachers come prepared with student work samples analyzed	Teachers	select	On-Track
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**English Learners, Assessment, Teacher Teams/Collaboration, Academic gain, Differentiated instruction, Feedback, Grade level meetings, Classroom rigor, Accountability, Data analysis, Formative assessment**

Teachers follow protocol to provide feedback to teachers' analysis	Teachers	select	On-Track
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**Professional Learning, Teacher Teams/Collaboration**

Identified students will be offered additional reading support at their instructional level for at least 60 minutes for up to 3 days a week after school.	Teachers	select	Behind
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**Academic gain, Differentiated instruction, Data analysis, Academic supports**

All students who are close to meeting or exceeding their growth target (cusp) will be identified via NWEA data by the 20th day of school	Teachers; ILT	select	Behind
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**Academic gain, Academic expectations, Accountability, Data analysis, Data tracking**

All cusp students will meet growth targets on Spring 2018 & 2019 NWEA	Teachers	select	Behind
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**Instructional practices, Data analysis, Achievement**

MTSS monitoring of progress by teachers.	Teachers; ILT	select	Behind
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**MTSS, Instructional practices, Differentiated instruction**

Implement an online intervention programs such as iReady Reading and Math, BuzzMath, Kahn Academy, RazKids. (Specific programs will be established after EOY data is analyzed)	Teachers	select	On-Track
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**MTSS, Instructional practices, Academic gain, Differentiated instruction**

Academic Enhancement Block will continue to be implemented so that students receive targeted assistance based on academic need.	Administration; Teachers	select	On-Track
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**MTSS, Instructional practices, Differentiated instruction, Academic gains**

After quarterly assessments, teachers will confer with individual students and set goals for improvement.	ILT; Teachers	select	Behind
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**Academic expectations, Student ownership, Academic gains**

Instructional Leadership Team and/or Administration monitor the implementation of learning from professional development sessions and debrief with teacher leaders to adjust and refine professional development accordingly.	ILT; Teachers	select	Behind
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**Professional Learning, Instructional practices, Accountability**

All teachers use formative assessments regularly to uncover student misconceptions while engaging students in grade-level appropriate content in order to best inform future instruction.	Teachers; Administration	select	On-Track
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**Assessment, Instructional practices, Data analysis, Data tracking, Academic gains**

### Strategy 3

If we do...

Professional Development (PD) given to teachers around Leader in Me and differentiation strategies to use in their classrooms; School and Citywide PD opportunities

...then we see...

implementation of best ESL and differentiation practices, student data analysis and improved teacher practice across grade bands. Students will be engaged in various learning activities that incorporate scaffolded strategies that will allow them access to grade level content.

...which leads to...

revising and more rigorous teacher planning and practice; increased student achievement, including English Learners and Diverse Learners, in specific Literacy, Math, and Science so that students achieve and surpass projected growth targets on the NWEA,

Tags:

Instructional Coaching, Teacher Teams/Collaboration, Instructional practices

Area(s) of focus:

1, 2, 3, 4

Action step

Responsible

Timeframe

Status

Quarterly Gallery walks

administration; ILT

select

Behind

#### Instructional Coaching, Teacher Teams/Collaboration, Instructional practices

Standards are selected for the focus of the gallery walk

ILT

select

Behind

#### Instructional Coaching, Teacher Teams/Collaboration, Instructional practices

Teachers: implement UbDs, plan and deliver lessons and assessments in preparation for gallery walk. They then gather and analyze student work to be presented.

Teachers

select

Behind

#### Instructional Coaching, Teacher Teams/Collaboration, Instructional practices

Colleagues take notes, analyze student work and develop constructive feedback to push instructional practice.

Teachers, staff

select

Behind

#### Instructional Coaching, Teacher Teams/Collaboration, Instructional practices

Teachers will be provided differentiated professional development opportunities outside of CPS.

Administration, ILT, Teachers

select

Behind

#### Professional Learning, Instructional practices

Administration and ILT develop a SY19 professional development calendar by August 2018 that supports the sharing of learning for the content areas, differentiation, and ESL PD.

Administration and ILT

select

Behind

#### Teacher Teams/Collaboration, Academic gain, Professional development, Academic expectations

Develop a school-wide definition of differentiation

Columbus Staff

select

Behind

### Strategy 4

If we do...

Support students via SEL practices

...then we see...

improved student attendance, increase in appropriate behavior choices, and intrinsic motivation

...which leads to...

improvement in student academic and social/emotional success.

Tags:

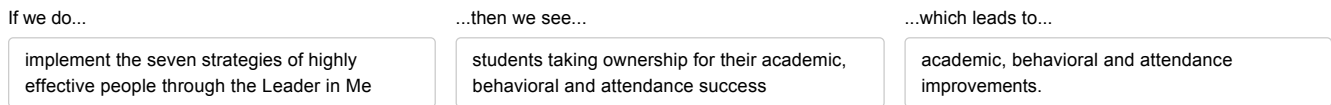
Area(s) of focus:

Behavior and Safety, SEL, Academic gain

1, 2

Action step	Responsible	Timeframe	Status
Continue to implement PBIS, CHAMPS, No Bully and Calm Classroom school wide.	Columbus Staff	select	Behind
Identify Tier 2 and 3 students for targeted behavioral supports	Classroom Teacher, counselor	select	Behind
Create action plans for Tier 2 and 3 students to target behavioral needs.	Classroom Teacher, counselor	select	Behind
Continue to utilize 2nd Step as a Tier 1 SEL curriculum in kindergarten through 5th grade classrooms.	Classroom Teacher	select	Behind
Monitor attendance and identify students who have low attendance rates.	Classroom Teacher, ILT, and Counselor	select	Behind
Continue to implement Attendance Action plan for students with attendance concerns.	Clerk, Counselor, Classroom Teacher, ILT	select	Behind
Implement Solution Coach sessions for students as needed	Solution Coaches	select	Behind
Continue to utilize advisory as a Tier 1 SEL curriculum middle school.	Counselor; classroom teachers	select	Behind

Strategy 5



Tags:

Area(s) of focus:

Action step	Responsible	Timeframe	Status
Teachers receive professional development on the 7 Habits of Highly Effective People	Columbus Staff	select	Behind
Teachers practice the 7 Habits of Highly Effective People within themselves	Columbus Staff	select	Behind
Teachers introduce the language of the 7 Habits of Highly Effective People to the students and start to use it in their daily practice	Columbus Staff	select	Behind



Mid-year meeting to determine date of launch for Leader in Me	Columbus Staff	select	Behind
Launch of Leader in Me to students	Columbus Staff	select	Behind
Students will take leadership positions within the school	Classroom teachers	select	Behind
Teachers will set individual academic, behavioral and attendance with students	Classroom teachers	select	Behind
Hold a meeting to introduce and launch Leader in Me to parents	Columbus staff	select	Behind

Action Plan

Strategy 1

COMPLETED

Reassess lead teachers by grade band, special education, bilingual, and ancillary to identify any changes in team structures"

- Administration designates lead teachers

Status history



COMPLETED

May 07, 2018

Evidence

Lead teachers will be assigned, they will attend regular professional development in their respective content areas and will conduct teach backs to their teacher teams.

ON-TRACK

Lead teachers attend regular professional developments provided by CPS and outside providers on a quarterly basis."

- Lead teachers

Status history



ON-TRACK

May 07, 2018

Evidence

Lead teachers bring back knowledge, activities, ideas, exit slips, powerpoint presentations and professional readings from their professional development.

ON-TRACK

Lead teachers facilitate professional development regarding new knowledge and skills with their teacher teams or school-wide, if appropriate."

- Lead teachers

Status history

May 7

ON-TRACK

May 07, 2018

**Evidence**

Sign in sheets, handouts and Agendas from teach-backs at GLM or flex day meetings.

ON-TRACK

After each TLI, and during PD planning time, teacher leaders will be scheduled to assess how new strategies can be embedded into current or future instruction and to ensure teach backs take place and monitoring of implementation occurs."

- Administration and ILT

## Status history

May 7

ON-TRACK

May 07, 2018

**Evidence**

Year long PD schedule; Learning Cycle Artifacts

COMPLETED

A needs assessment will be conducted to identify materials and resources that are necessary to sustain UbD units and math core curriculum."

- Administration; Teachers

## Status history

May 7

COMPLETED

May 07, 2018

**Evidence**

Spreadsheet of teacher requests on Google Drive; PO's for purchased materials

CANCELLED

Once a month, during non-principal directed teacher team meetings, teachers will support the implementation of the phonics program in primary (Sing Spell Read Write) by reviewing lesson planning, and providing supportive feedback via discussion rubric."

- Primary Teacher team

## Status history

May 7

CANCELLED

May 07, 2018

**Problem**

Unit and Lesson Plans; formal and informal observations

**Root Cause**

**Next steps**

ON-TRACK

As teachers plan their UbDs, they will meet quarterly with gradeband peers, discuss, select, and use CCSS-aligned resources designed to build a classroom culture of productive student-to-student discourse."

- Teachers

## Status history

May 7

ON-TRACK

May 07, 2018

**Evidence**

Units and Lesson Plans; formal and informal observations; discussion rubrics

ON-TRACK

Teachers will identify instructional materials to ensure that all students have access to grade level, complex text, ensuring alignment to UbDs."

- Administration; ILT, Teachers

## Status history

May 7

ON-TRACK

May 07, 2018

### Evidence

PO's; teacher requests via google drive spreadsheet; leveled texts of same topic;

ON-TRACK

Utilize technology such as chromebooks, smartboards, and ELMOs to support instructional goals and ensure the students can effectively utilize apps and programs to support student learning. Implement an online intervention programs such as iReady Reading and Math, BuzzMath, Kahn Academy, RazKids. (Specific programs will be established after EOY data is analyzed) for the minimum usage exception."

- Teachers; Administration

## Status history

May 7

ON-TRACK

May 07, 2018

### Evidence

One to one Chromebooks for each class; Usage reports from various online programs; formal and informal observations, data recording sheet

COMPLETED

Teachers will be trained on how to use MTSS to support literacy, math, and SEL instruction and how to integrate small group instruction into their current curricula so that math can be differentiated."

- Counselor; MTSS committee members; ILT

## Status history

May 7

COMPLETED

May 07, 2018

### Evidence

Agendas; sign in sheets; Red folder; formal and informal observations; Calm classroom quarterly follow up

ON-TRACK

K-8th grade teachers will receive training on implementing the new math curriculum Envision Math"

- Administration; Teachers

## Status history

May 7

ON-TRACK

May 07, 2018

### Evidence

Agendas; sign in sheets; formal and informal observations

BEHIND

Teachers regularly provide learning experiences that include rigorous tasks and strategies to increase productive student discourse and deepen conceptual understanding."

- Teachers

## Status history

May 7

BEHIND

May 07, 2018

**Problem**

Formal and informal observations; unit and lesson plans; gallery walks

**Root Cause**

**Next steps**

BEHIND

Peer observations will be conducted to ensure implementation of newly learned strategies from PD"

- Admin; teacher peers

### Status history



BEHIND

May 07, 2018

**Problem**

Peer observation protocol submitted to teacher and admin

**Root Cause**

**Next steps**

ON-TRACK

K - 2nd grade teachers will receive training on implementing the Orton Gillingham program which enhances foundational/phonics literacy skills"

- Administration; Teachers

### Status history



ON-TRACK

May 07, 2018

**Evidence**

Agendas; sign in sheets; formal and informal observations; unit plans; lesson plan

ON-TRACK

1st - 8th grade science teachers will receive training on the InScied Out science program to strengthen science content and curriculum. Teachers also began developing and implementing science UbD units."

-

### Status history



ON-TRACK

May 07, 2018

**Evidence**

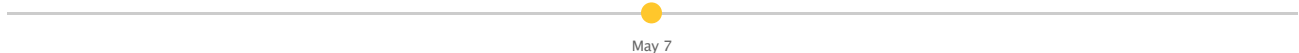
Agendas; sign in sheets; formal and informal observations; unit plans; lesson plan, Science UbD units.

BEHIND

Teachers differentiate instruction for the language proficiency levels using World-Class Instructional Design and Assessment (WIDA) English Language Development standards and Can Do's when instructing in English"

- Administration; ILT

### Status history



BEHIND

May 07, 2018

**Problem**

Unit and lesson plans; formal and informal observations

**Root Cause**

**Next steps**

**COMPLETED** Weekly grade band meetings are scheduled"

- Administration

### Status history



**COMPLETED** May 07, 2018  
**Evidence**  
sign-in sheets student work samples

**ON-TRACK** Teachers come prepared with student work samples analyzed"

- Teachers

### Status history



**ON-TRACK** May 07, 2018  
**Evidence**  
Student Data Analysis Worksheet; work samples

**ON-TRACK** Teachers follow protocol to provide feedback to teachers' analysis"

- Teachers

### Status history

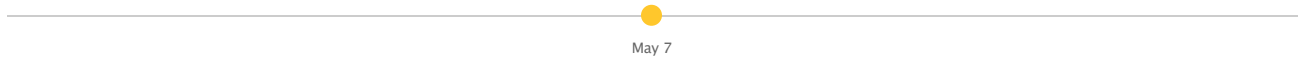


**ON-TRACK** May 07, 2018  
**Evidence**  
Protocols; agendas, Student Analysis worksheets

**BEHIND** Identified students will be offered additional reading support at their instructional level for at least 60 minutes for up to 3 days a week after school."

- Teachers

### Status history



**BEHIND**  
May 07, 2018  
**Problem**  
Student Rosters for After School programming; improved assessment scores on NWEA and iReady Reading (or other online intervention program)  
**Root Cause**  
**Next steps**

**BEHIND** All students who are close to meeting or exceeding their growth target (cusp) will be identified via NWEA data by the 20th day of school"

- Teachers; ILT

### Status history

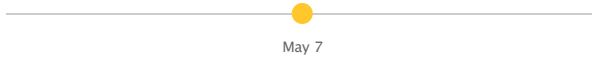


**BEHIND** May 07, 2018  
**Problem**  
Data Recording Sheet  
**Root Cause**

### Next steps

**BEHIND** All cusp students will meet growth targets on Spring 2018 & 2019 NWEA"  
- Teachers

### Status history



**BEHIND** May 07, 2018  
**Problem**  
Data Recording Sheet; NWEA reports  
**Root Cause**  
**Next steps**

**BEHIND** MTSS monitoring of progress by teachers."  
- Teachers; ILT

### Status history



**BEHIND** May 07, 2018  
**Problem**  
Red Folder System; Data Recording Sheets; Anecdotal notes by Teacher  
**Root Cause**  
**Next steps**

**ON-TRACK** Implement an online intervention programs such as iReady Reading and Math, BuzzMath, Kahn Academy, RazKids. (Specific programs will be established after EOY data is analyzed)"  
- Teachers

### Status history



**ON-TRACK** May 07, 2018  
**Evidence**  
Reports from intervention programs

**ON-TRACK** Academic Enhancement Block will continue to be implemented so that students receive targeted assistance based on academic need."  
- Administration; Teachers

### Status history



**ON-TRACK** May 07, 2018  
**Evidence**  
Schedules; AE Instructional Ladder Lesson Plans

**BEHIND** After quarterly assessments, teachers will confer with individual students and set goals for improvement."  
- ILT; Teachers

### Status history



BEHIND

May 07, 2018

**Problem**

Student Goal Sheets; Data Recording Sheets

**Root Cause**

**Next steps**

BEHIND

Instructional Leadership Team and/or Administration monitor the implementation of learning from professional development sessions and debrief with teacher leaders to adjust and refine professional development accordingly."

- ILT; Teachers

### Status history



BEHIND

May 07, 2018

**Problem**

Agendas; sign in sheets; formal and informal observations

**Root Cause**

**Next steps**

ON-TRACK

All teachers use formative assessments regularly to uncover student misconceptions while engaging students in grade-level appropriate content in order to best inform future instruction."

- Teachers; Administration

### Status history



ON-TRACK

May 07, 2018

**Evidence**

Students formative assessment samples; Student Work Analysis sheet; GLM agendas; gallery walks

### Strategy 3

BEHIND

Quarterly Gallery walks"

- administration; ILT

### Status history



BEHIND

May 07, 2018

**Problem**

Agenda, sign-in sheets, reflection sheets

**Root Cause**

**Next steps**

BEHIND

Standards are selected for the focus of the gallery walk"

- ILT

### Status history



BEHIND

May 07, 2018

**Problem**

ILT agendas, gallery walk protocol

**Root Cause**  
**Next steps**

BEHIND

Teachers: implement UbDs, plan and deliver lessons and assessments in preparation for gallery walk. They then gather and analyze student work to be presented."

- Teachers

## Status history



May 7

BEHIND

May 07, 2018

**Problem**

Student work, analysis sheets, reflection sheets

**Root Cause**

**Next steps**

BEHIND

Colleagues take notes, analyze student work and develop constructive feedback to push instructional practice."

- Teachers, staff

## Status history



May 7

BEHIND

May 07, 2018

**Problem**

Colleague analysis sheets of student analysis work, agendas

**Root Cause**

**Next steps**

BEHIND

Teachers will be provided differentiated professional development opportunities outside of CPS."

- Administration, ILT, Teachers

## Status history



May 7

BEHIND

May 07, 2018

**Problem**

Flyers from PD opportunities; agendas from PD workshops

**Root Cause**

**Next steps**

BEHIND

Administration and ILT develop a SY19 professional development calendar by August 2018 that supports the sharing of learning for the content areas, differentiation, and ESL PD."

- Administration and ILT

## Status history



May 7

BEHIND

May 07, 2018

**Problem**

SY19 Foci; Completed Prof. Dev. Plan template

**Root Cause**

**Next steps**

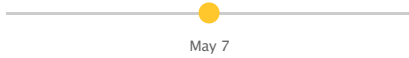
BEHIND

Develop a school-wide definition of differentiation"

- Columbus Staff



## Status history

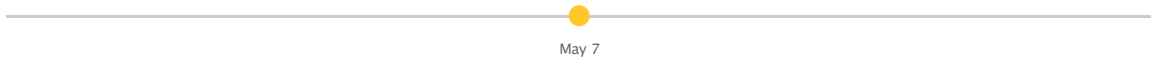


**BEHIND** May 07, 2018  
**Problem**  
Agendas for PD; written definition  
**Root Cause**  
**Next steps**

### Strategy 4

**BEHIND** Continue to implement PBIS, CHAMPS, No Bully and Calm Classroom school wide."  
- Columbus Staff

## Status history



**BEHIND** May 07, 2018  
**Problem**  
Anchor charts on walls; Safety and Climate data on Dashboard; Data on Verify; Data on Columbus Discipline Referral Sheet  
**Root Cause**  
**Next steps**

**BEHIND** Identify Tier 2 and 3 students for targeted behavioral supports"  
- Classroom Teacher, counselor

## Status history



**BEHIND** May 07, 2018  
**Problem**  
Red Folder MTSS system; Columbus Discipline Referral Sheet; Gradebook  
**Root Cause**  
**Next steps**

**BEHIND** Create action plans for Tier 2 and 3 students to target behavioral needs."  
- Classroom Teacher, counselor

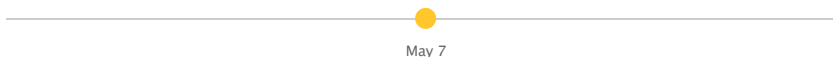
## Status history



**BEHIND** May 07, 2018  
**Problem**  
Parent/Student/Teacher contracts; Red Folder MTSS system  
**Root Cause**  
**Next steps**

**BEHIND** Continue to utilize 2nd Step as a Tier 1 SEL curriculum in kindergarten through 5th grade classrooms."  
- Classroom Teacher

## Status history



BEHIND

May 07, 2018

**Problem**

Lesson Plans; use of kit resources; Administration monitoring via observations

**Root Cause**

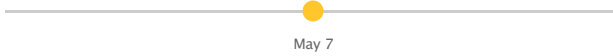
**Next steps**

BEHIND

Monitor attendance and identify students who have low attendance rates."

- Classroom Teacher, ILT, and Counselor

### Status history



BEHIND

May 07, 2018

**Problem**

Dashboard; Red Folder MTSS system; 5 and 10 day letters

**Root Cause**

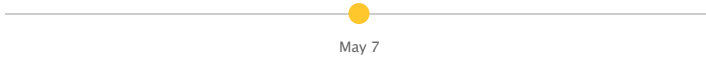
**Next steps**

BEHIND

Continue to implement Attendance Action plan for students with attendance concerns."

- Clerk, Counselor, Classroom Teacher, ILT

### Status history



BEHIND

May 07, 2018

**Problem**

Dashboard; Red Folder MTSS system; 5 and 10 day letters

**Root Cause**

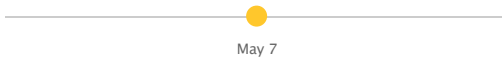
**Next steps**

BEHIND

Implement Solution Coach sessions for students as needed"

- Solution Coaches

### Status history



BEHIND

May 07, 2018

**Problem**

Referral form; Google doc facilitated sessions

**Root Cause**

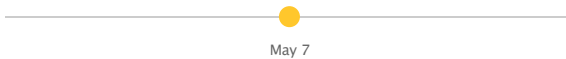
**Next steps**

BEHIND

Continue to utilize advisory as a Tier 1 SEL curriculum middle school."

- Counselor; classroom teachers

### Status history



BEHIND

May 07, 2018

**Problem**

Weekly activities/lesson plans

**Root Cause**

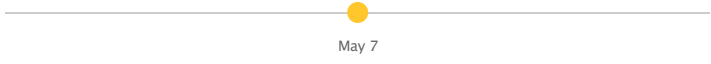
**Next steps**

BEHIND

Teachers receive professional development on the 7 Habits of Highly Effective People"

- Columbus Staff

### Status history



BEHIND

May 07, 2018

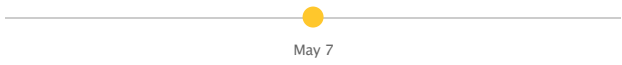
**Problem**  
 Agendas, sign-in sheets; completed workbook  
**Root Cause**  
**Next steps**

BEHIND

Teachers practice the 7 Habits of Highly Effective People within themselves"

- Columbus Staff

### Status history



BEHIND

May 07, 2018

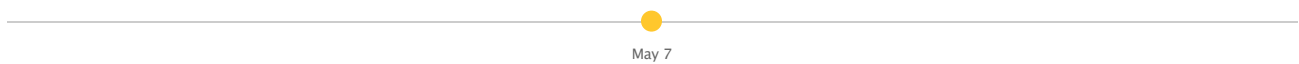
**Problem**  
 Agendas;sign-in sheets  
**Root Cause**  
**Next steps**

BEHIND

Teachers introduce the language of the 7 Habits of Highly Effective People to the students and start to use it in their daily practice"

- Columbus Staff

### Status history



BEHIND

May 07, 2018

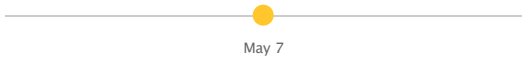
**Problem**  
 Anchor charts; students taking leadership roles; pictures of students in leadership activities; teachers and students using Leader in Me language  
**Root Cause**  
**Next steps**

BEHIND

Mid-year meeting to determine date of launch for Leader in Me"

- Columbus Staff

### Status history



BEHIND

May 07, 2018

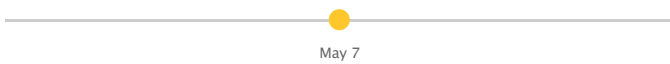
**Problem**  
 Agendas; sign-in sheets  
**Root Cause**  
**Next steps**

BEHIND

Launch of Leader in Me to students"

- Columbus Staff

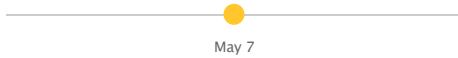
### Status history



**BEHIND** May 07, 2018  
**Problem**  
Agendas; sign-in sheets; written plan of launch; pictures of launch  
**Root Cause**  
**Next steps**

**BEHIND** Students will take leadership positions within the school"  
- Classroom teachers

### Status history



**BEHIND** May 07, 2018  
**Problem**  
sign-in sheets; job applications  
**Root Cause**  
**Next steps**

**BEHIND** Teachers will set individual academic, behavioral and attendance with students"  
- Classroom teachers

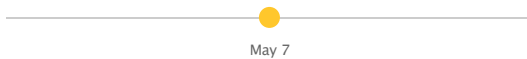
### Status history



**BEHIND** May 07, 2018  
**Problem**  
goal sheets; report cards; data recording sheet; progress reports  
**Root Cause**  
**Next steps**

**BEHIND** Hold a meeting to introduce and launch Leader in Me to parents"  
- Columbus staff

### Status history



**BEHIND** May 07, 2018  
**Problem**  
sign-in sheet, agenda  
**Root Cause**  
**Next steps**

## Fund Compliance

### Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of 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.

ESSA parent meetings are held throughout the year and parents are encouraged to attend these meetings with our ESSA coordinator. The CIWP coordinator sent a letter home to all parents inviting them to attend a meeting to work on creating the parent involvement plan and policy. CIWP plans and progress are discussed at LSC meetings where parents are invited to attend as well.

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

ESSA meetings are held at a time decided on as most convenient by the parents. The ESSA coordinator speaks with parents both when they are dropping them off at school as well as picking them up from school to remind them about the upcoming meetings. When area ESSA meetings are held, the ESSA coordinator arranges transportation and carpooling among parents so that as many as possible may attend. The informational meeting will take place on Sept. 26, 2016 at 6:00 p.m. and the organizational meeting will take place during the last week of September 26, 2018 at 6:30 p.m.

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 school will respond to suggestions by presenting to the administration. If the administration okays the ideas, they may then be presented to the staff. Parent suggestions and input can also be given at LSC meetings as well as ESSA meetings.

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.

Report cards are provided every ten weeks, with parents picking up report cards from their child's teacher at the end of the first quarter and the end of the second quarter. Every five weeks progress reports are sent home with the current grades of each student. Progress reports are to be shown to parents and signed and returned to school so that teachers know that parents are aware of their child's progress at least every five weeks. PARCC results are distributed to parents when they arrive at the school.

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.

The Board of Education is responsible for notifying parents of students who are taught by teachers who are not considered to be highly qualified. When CPS notifies the principal to distribute the letters, she will do so.

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.

Parents are given information on these topics at ESSA meetings. Newsletters/flyers are also sent home to parents on how to work with their children at home. A yearly calendar is sent home showing when assessments are given and what they are, e.g. NWEA, DIBELS, PARCC. The principal hosts informational meetings at least twice a year to describe assessments, what they measure, and what their child can expect. Parents also are given access to Parent Portal. During Parent Teacher Conferences, parents are encouraged to sign up and shown how to review their child's grades.

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.

Teachers are available by both phone and email for any parents that have questions about working with their children. In addition, Columbus has staff members who are available to translate for parents whose native language is not English. The school has also provided, and will continue to provide, parents who request help, information about free or reduced cost tutoring or homework help programs.

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.

Staff are educated by our ESSA coordinator as well as administration on the value of parent contributions in the education of their children. Teachers are encouraged to reach out to parents whenever possible and are available before or after school, as well as prep periods to communicate with parents concerning their children's education.

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.

Columbus has a preschool program, Preschool for All. Two times a year the preschool teacher holds parent workshops. These workshops teach the parents how to work with their children at home to prepare them for kindergarten both socially and academically. They are also given access to virtual Pre-K in order to utilize the resources found there. Lastly, during drop-off time, all parents stay with their child to help them get settled in and read a short story together. This eases transition and gives parents an opportunity to participate with their child in the classroom on a daily basis.

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.

Information sent home to parents is generally sent home in 3 different languages: English, Spanish, and Ukrainian. In addition, Columbus has staff members available to translate additional material a parent may not understand.

#### Policy Implementation Activities

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

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

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

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

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

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.)

The mission of Columbus School is to challenge our students to succeed in all academics disciplines. Our unique partnership within our community allows us to provide multi-faceted enrichment programs as well as enhance our use of technology in the classrooms. We will work collaboratively to create an environment that will foster the growth and development of the whole child and promote lifelong learning in all academic disciplines.

The vision of Columbus School is to motivate its students regardless of gender, race, nationality, or religion. We endeavor to inspire all students including those with diverse needs, languages, and cultures to become global citizens. Our students will strive for excellence and take an active and responsible role in their learning.

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

Parent and teacher conferences are scheduled at the end of the first quarter, Nov. 2018, and the end of the third quarter, April 19, 2019, in order for parents to pick up their children's report cards. Parents can also schedule conferences with teachers before or after school, or on the teacher's prep periods.

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

Columbus provides progress reports on the 5th, 15th, 15th and 35th week of school that are sent home, signed and returned to school. In addition, report cards are provided after the 10th, 20th, 30th and 40th week of school. Parents may also contact the teacher for information as to how their child is doing.

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

Staff is available on their prep periods. Parents may check in the office to inquire as to when a specific teacher's prep time is and to set up an appointment to meet with that teacher.

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

Parents are welcomed and encouraged to volunteer for field trips as well as various other activities set up by the teacher. The office staff accepts volunteers to help with various tasks around the school as well. Parents may set up times to participate in and observe classroom activities with each individual classroom teacher.

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

Parent can assist learning by making sure their child is to school on time. Present for as many days as possible, helping with homework, communicating with the teacher and being involved with the school. If a parent would like more specific information as to how they can assist their child with learning, they may contact classroom teachers for further information and support.

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 can consult with the school via various committees (ESSA, bilingual, etc) LSC meetings, open house, family nights, etc. Columbus promotes an open door policy in which all parents are encouraged to share their ideas and opinions with staff.

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

Students will share the responsibility by coming to school on time and prepared with a willingness to learn. Students should give their best effort and have a positive attitude. Students should feel comfortable enough to ask staff members for extra assistance when it is needed. They will also be trained on The Leader in Me.

## 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.

Increase parent involvement through face to face meetings. To have access to resources for parents to use to assist them in helping with their child's education.

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

Account(s) Description

Allocation

51130, **Teacher Presenter/ESP Extended Day**  
52130 For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.

\$	Amount	.00
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53405      **Supplies**  
In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.

\$	240	.00
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53205      **Refreshments**  
Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.

\$	132	.00
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54125      **Consultants**  
For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)

\$	885	.00
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54505      **Admission and Registration Fees, Subscriptions and memberships**  
For Parents use only.

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

\$	Amount	.00
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<p>54565</p>**Reimbursements**  
Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.

\$	Amount	.00
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<p>53510</p>**Postage**  
Must be used for parent and family engagement programs only.

\$	Amount	.00
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53306      **Software**  
Must be educational and for parent use only.

\$	Amount	.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.

\$	Amount	.00
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