



Richard Henry Lee Elementary School / Plan summary

## 2018-2020 plan summary

### Team

Name	Role	Email	Access
Lisa Epstein	Principal	Laepstein@cps.edu	Has access
Salvador Velasco	Assistant Principal	Svelasco@cps.edu	Has access
Frances Thibodeaux-Fox	Resident Principal	fmthibodeaux@cps.edu	No Access
Vanessa Diaz	DL/MTSS/Primary Coach/K-2	vndiaz@cps.edu	Has access
Michelle Reyes	Social Emotional/Face	mlreyes2@cps.edu	Has access
Silvia Karim	EL Liasion	skarim@cps.edu	Has access
Mary Farrell	Personalized Learning Lead	Mffarrell@cps.edu	Has access
Claudia Hernandez	LSC /Parent	lutiag35@cps.edu	Has access
Christine Berglind	Math/Intermediate/LSC	clberglind@cps.edu	Has access
Kathleen Bourret	Personalized Learning/ELA/Middle School	Kabourret@cps.edu	Has access
Margaret O'Connor	Primary	meoconnor1@cps.edu	Has access
Carl Stalla	Personalized Learning/Math/Middle School	cgstalla@cps.edu	No Access

Marisol Guzman	Personalized Learning/ELA/Intermediate/EL	mguzman106@cps.edu	Has access
Diana Torres	PSRP	dvazquez24@cps.edu	Has access
Nicole Mulcrone	Science/Middle School	namulcrone@cps.edu	Has access
Sarah Wunderlich	Diverse Learners	smwunderlich@cps.edu	Has access
Sheila O'Connor	Case Manager	saoconnor@cps.edu	Has access
Alicia Tamas	Personalized Learning Tech	atamas@cps.edu	Has access

Team meetings

Date	Participants	Topic
02/02/2018	Kathleen Bourret, Alejandra Marquez, Maritza Ceballos, Beatriz Larios, Sarah Wunderlich, Salvador Velasco, Lisa Epstien, Michelle Reyes, Mary Farrell	Best Practices: Leadership/Student Ownership
02/26/2018	CIWP (Full Team)	SEF
03/01/2018	Kathleen Bourrett, Nicole Malcrone, Mary Farrell, Carl Stalla, Michelle Reyes, Lisa Epstein, Frances Thibodeaux-Fox, Vanessa Diaz, Salvador Velsaco	Priorities/goals
03/21/2018	Silvia Karim, Alicia Tamas, Salvador Velasco, Alicia Tamas, Lisa Epstein	SEF
03/21/2018	CIWP Team	Framework priorities
03/22/2018	Salvador Velasco, Lisa Epstein, Mary Farrell, Vanessa Diaz	strategies, if we...then
03/23/2018	Salvador Velasco, Lisa Epstein, Mary Farrell, Vanessa Diaz	Strategies, if we...then
03/26/2018	Lisa Epstein, Salvador Velasco	Strategies, Action Steps
04/09/2018	Admin Team	Strategies, data, priorities

04/09/2018	CIWP/ILT	Review of CIWP-suggestions
04/10/2018	Lisa Epstein, Salvador Velasco	Overall review and Edit
04/11/2018	LSC/Parent	LSC/Parent voice
04/13/2018	GLT	All Staff voice and contribution

## School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

### Leadership & Collective Responsibility:

Score

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

1 2 3 4

The Lee School Vision and Mission are communicated in both English and Spanish via our school website, social media account, monthly calendar, school handbooks, student agendas and displayed throughout the halls in all of our buildings in common areas. The school ILT is made up of staff that comprises all areas of expertise; the team meets bi-monthly. ILT members ensure two-way communication with staff to ensure the implementation of our school's vision and mission. Shared accountability for implementing the shared vision is delegated to school teams (admin, grade, vertical, DL, EL, culture and climate, etc). All teachers develop personal growth goals, goals with their classes and grade level goals for both academics and attendance quarterly. These goals are reviewed during goal setting meetings with administration. Administration promotes and supports professional growth and provides teachers opportunities to attend local, national conferences/workshops. Staff also participate in school learning walks locally and nationally, then share their learning with colleagues. Based on the 2015-2017 Five Essentials Report Lee Elementary is considered well-organized. According to the survey, Effective Leaders is considered strong, indicating the people, programs and resources are focused on a vision for sustained improvement. Collaborative Teachers is considered very strong indicating that all teachers collaborate to promote professional growth and are active partners in the improvement of the school.

### 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.

1 2 **3** 4

Lee's ILT is characterized by having a consistent structure for leadership that is focused on creating and implementing the theories of action that improves teaching and learning. ILT is a productive forum that works collaboratively to identify academic and social challenges, collect and review evidence, exchange ideas and propose, and implement solutions to challenges that inspire overall school improvement. The ILT is made up of all relevant specialties, content areas and programs. Agendas, norms and protocols have been established to keep meetings focused on outcomes for school improvement. ILT participates in school visits and peer visits to learn best practices and share with the staff. Based on the 2015-2017 Five Essentials Report Lee Elementary is considered well-organized. Effective leaders according to the survey is considered strong, indicating the people, programs and resources are focused on a vision for sustained improvement. Collaborative Teachers was considered strong in 2015 and is now considered very strong indicating that all teachers collaborate to promote professional growth and are active in the improvement of the school.

### Guide for Instructional Leadership Team

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

### Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ ILT Effectiveness Rubric Score</li> <li>✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes)</li> <li>✓ Evidence that work of ILT has contributed to positive outcomes for students and staff</li> <li>✓ Teacher team agendas/minutes reflective of ILT focus</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials: Instructional Leadership</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
MTSS Framework	<a href="#">Shared Leadership, Evaluation of MTSS</a>
CPS Framework for Teaching	<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.

1 2 3 4

Professional learning at Lee includes sufficient time, support and "safe practice" to internalize new knowledge in order to change practice and beliefs. Adults persevere in collaboration with their colleagues to innovate and improve implementation of new practices aligned to CIWP priorities and goals in order to meet our mission and vision statement. Administration structures time for our staff to collaborate and learn together regularly through admin, ILT, GLT, vertical collaboration, peer observations, data talks, school improvement days, etc. Cycles of continuous improvement provide "safe practice" for staff to implement instructional strategies in a risk free environment. Coaching and mentoring are provided based on new learning as well as teacher performance on REACH. Professional development is offered at the school, district and locally. Support for new teachers or new learning is provided with a mentor. As the school transitions to a PL school, coaches are provided to support new practices. Based on the 2017 Five Essentials Report, Lee Elementary is considered well-organized. Effective leaders according to the survey is considered strong, indicating the people, programs and resources are focused on a vision for sustained improvement. Collaborative Teachers is considered very strong (which is an improvement from 2015) indicating that all teachers collaborate to promote professional growth and are active in the improvement of the school. Teacher feedback forms from PD and one on one goal setting meetings have been used to determine this rating.

### Guide for Professional Learning

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

### Evidence, Measures, and Standards

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

### Aligned Resources:

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

Score

1 2 3 4

Administrators design schedules with a team that meets the district's requirements to maximize instructional time. The Admin team ensures that staff are strategically assigned based on areas of strengths and credentials. Admin designs a streamlined system for interviewing and selecting quality candidates. In order to engage all stakeholders in the interview and selection process of hiring, the team is composed of admin (Principal, Ap, school counselor, the dean of students, highly qualified teachers and parents). The interview team follows an established procedure in order to ensure the quality of all candidates. Partnerships further support implementation of schools goals and provide outreach services to families, Community Schools Initiative, Communities in Schools of Chicago, Urban Initiatives, Urban Gateways, Daley College, St. Xavier, Southwest Organization Project (SWOP), Summit, Leap Innovations, Chicago Children's Choir etc. Effectiveness of partnerships are assessed via attendance reports, pre and post assessments, NWEA, Etc. Based on the 2015 and 2017 Five Essentials Report, Lee is considered well-organized. Effective Leaders is considered strong. Indicating the people, programs and resources are focused on a vision for sustained improvement. Schedules are adjusted as needed throughout the year and schedules adhere to district requirements. Collaborative Teachers is considered very strong (which is an improvement from 2015) indicating that all teachers collaborate to promote professional growth and are active in the improvement of the school. Teacher feedback forms from PD and one on one goal setting meetings have been used to determine this rating.

### 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	Shared Leadership, Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Aligning Resources with Priorities: Focusing on What Matters Most</a></li> <li>✓ <a href="#">Instructional Supports</a></li> <li>✓ <a href="#">Strategic Source Vendor List</a></li> <li>✓ <a href="#">CPS Instructional Time Guidelines: Elementary School Overview</a></li> <li>✓ <a href="#">CPS Instructional Time Guidelines: High School Overview</a></li> <li>✓ <a href="#">CPS Instructional Block Guidance: K-2 Literacy</a></li> <li>✓ <a href="#">CPS Instructional Block Toolkits: Math</a></li> </ul>

Expectations for depth & breadth of Student Learning

4 of 4 complete

### Curriculum:

Score

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

1 2 **3** 4

Based on the 2017 School Quality Rating (SQRP) Lee is in good standing and achieved Level 1 Plus status, NWEA Reading growth 83rd percentile, NWEA Math Growth 92nd percentile, NWEA Reading 62nd percentile in attainment, NWEA Math 69th in attainment. Curricular expectations are clearly communicated to all stakeholders via school handbook and weekly communication. Instructional units are aligned using backwards design (UBD), CCSS, REACH framework and personalized learning methods. The components of our instructional plans include: Descriptions of students, unit description, unit goals, pacing/structure/length, enduring understandings, essential questions, pre-requisites for learning, standards, relationship among topics and concepts, possible misconceptions, assessments (screening, diagnostic, self-peer, formative and summative), text, resources, technology integration, vocabulary/foundational skills, learning tasks ranging from DOK, gradual release of responsibility, accommodations for EL, accommodations and modifications for DL's & parent/field connections. Vertical collaboration occurs quarterly to align best practices, to analyze data and create action plans. Teachers participate in both local and national school visits to learn and share best practices and ultimately align curriculum to a personalized learning model. Based on the 2017 Five Essentials Report, Lee Elementary is considered well-organized. Effective leaders, according to the survey, is considered strong on the 2017 Five Essentials Report also indicates that people, programs and resources are focused on a vision for sustained improvement. Collaborative Teachers is considered very strong (which is an improvement from 2015) indicating that all teachers collaborate to promote professional growth and are active in the improvement of the school. Teacher feedback forms from PD and one on one goal setting meetings have been used to determine this rating.

### 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

1 2 3 4

Based on the 2017 School Quality Rating Report (SQR) Lee is in good standing and achieved Level 1+ status, NWEA Reading Growth 83rd percentile, NWEA Math Growth 92nd percentile, NWEA Reading Attainment 62nd percentile, NWEA Math Attainment 69th percentile. The components of instructional plans include: description of students, unit description, unit goals, pacing/structure/length, enduring understandings, essential questions, pre-requisites for learning, standards, relationship among topics and concepts, possible misconceptions, assessments (screening, diagnostic, self/peer, formative, & summative), text, resources, technology integration, vocabulary/foundational skills, learning tasks ranging in DOK, gradual release of responsibility, accommodations for ELs, accommodations and modifications for DLs, & parent/field connection. CPS Framework for Teaching and instructional plans require teachers to adapt objectives, tasks, and assessments for students. Instructional materials are utilized to increase access to grade level content and alternative pathways (e.g. Stride Academy, Achieve 3000, Think Through Math, etc.). Online programs are adaptive and assist in closing the achievement gap. Based on the 2017 Five Essentials Report Lee Elementary is considered well-organized. Effective leaders, according to the survey, is considered strong, indicating the people, programs and resources are focused on a vision for sustained improvement. Collaborative Teachers is considered very strong (which is an improvement from 2015) indicating that all teachers collaborate to promote professional growth and are active in the improvement of the school. Teacher feedback forms from PD and one on one goal setting meeting have been used to determine this rating.

## Guide for Instructional Materials

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

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
  - Are selected and adapted based on learning objectives and learner needs.
  - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
  - Student outcomes and developmental appropriateness determine when and who will use the materials.
  - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**



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

## Evidence, Measures, and Standards

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

### Rigorous Student Tasks:

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

Score

1 2 3 4

Based on the 2017 School Quality Rating Report (SQR), Lee is in good standing and achieved Level 1+ status, NWEA Reading Growth 83rd percentile, NWEA Math Growth 92nd percentile, NWEA Reading Attainment 62nd percentile, NWEA Math Attainment 69th percentile. The components of instructional plans include: description of students, unit description, unit goals, pacing/structure/length, enduring understandings, essential questions, pre-requisites for learning, standards, relationship among topics and concepts, possible misconceptions, assessments (screening, diagnostic, self/peer, formative, & summative), text, resources, technology integration, vocabulary/foundational skills, learning tasks ranging in DOK, gradual release of responsibility, accommodations for ELs, accommodations and modifications for DLs, and parent/field connection. While the CPS Framework for Teaching and instructional plans require teachers to adapt objectives, tasks, and assessments for students; few feel capable of doing so. Teachers and staff meet regularly at ILT, GLM, and Vertically to align instructional practices, analyze data and action plan, and visit classrooms and provide PQS feedback. Teachers follow the LASW Protocol to analyze student work samples. Teacher and students establish classroom norms, expectations, contracts, etc. requiring students to take ownership of their learning and responsibility for their behavior by engaging in personalized learning methods. Based on the 2017 Five Essential Report Lee Elementary is considered well-organized. Ambitious Instruction is considered strong indicating classes are challenging and engaging.

### 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	<ul style="list-style-type: none"> <li>1.d. Designing Coherent Instruction</li> <li>2b. Establishing a Culture for Learning</li> <li>3b. Using Questioning and Discussion Techniques</li> <li>3c. Engaging Students in Learning</li> </ul>
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Teaching for Robust Understanding in Mathematics (TRU Math)</a></li> <li>✓ <a href="#">Math Practices: What to Look For Observation Tool</a></li> <li>✓ <a href="#">Checking In: Do Classroom Assignments Reflect Today's Higher Standards?</a></li> <li>✓ <a href="#">Student Work Protocol (SWOP)</a></li> <li>✓ <a href="#">Slice Protocol – Looking at Student Work</a></li> </ul>

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

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

Score

1 2 **3** 4

The administration designs College & Career Readiness Plans which outline the roles and responsibilities of all stakeholders (admin, staff, students, and families) and promotes higher education opportunities and life-long learning. Transition plans exist for students in need (kindergarten, 8th grade, PLPs, ELs, etc.) The administration designs targeted after school programs based on data and provide enrichment and intervention opportunities to assist in closing the achievement gap while challenging higher performing students. Administration also offers an array of after school programs based on students' interests. Teachers engage parents and students in quarterly data talks to design action plans to improve instruction and increase student achievement. Adult mentors also meet weekly with students to set goals, identify potential future career pathways, and create plans to improve both academic and social emotional achievement. Partnerships further support implementation of school goals and provide outreach services to families e.g. Community Schools Initiative, Communities in Schools of Chicago, Urban Initiatives, Urban Gateways, Daley College, St. Xavier University, South West Organizing Project (SWOP), Latino Organization of the Southwest, LEAP Innovations and Summit Learning, etc. Effectiveness of partnerships are assessed via attendance reports, pre and post assessments, and NWEA results, etc.

### Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school,**

**school to post-secondary).**

- Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
- Monitor the progress of English learners after transition from services.
- Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, CTE recruitment fairs, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
- Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
  - Use student data and best practices research to develop focused programs.
    - Expand access beyond students who are struggling academically.
    - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
  - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals. Expose students to CTE Pathways around career options
  - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
  - Start the conversation about college in primary grades.
  - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
  - Provide access to 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> grade students.
  - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
  - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B’s or better and improving attendance.
  - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
  - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
  - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
  - Provide opportunities for Dual Credit/Dual Enrollment
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
  - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
  - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
  - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
  - Applying to multiple colleges—generally three or more.
  - Navigating financial aid and capitalizing on grant and scholarship opportunities.
  - Equipping students and families with persistence strategies. (College Persistence Toolkit)
  - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

**Evidence, Measures, and Standards**

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

**Instruction:**

The teachers have finely honed instructional skills. They can shift from one approach to another as the situation demands by

Score

carefully monitoring the effect of their teaching on student learning. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They promote the emergence of self-directed learners.

Based on the 2015 School Quality Rating Report (SQR), Lee is in good standing and achieved Level 1+ status with NWEA Reading Growth 83rd percentile, NWEA Math Growth 92nd percentile, NWEA Reading Attainment 62nd percentile, NWEA Math Attainment 69th percentile. Teachers collaborate to design instructional plans. Essential Understandings and Essential Questions are posted daily along with the standard based learning objectives including the what, why, & how of learning. Cycles of continuous improvement have developed teacher's capacity in Collaborative Conversations, Close Reading, Text-Dependent Questions, Differentiation, and Personalized Learning. Anchor charts to support instructional practices are displayed in the classroom. MTSS practices have been established to provide tiered instructional for all students. Push-in and pull-out services are provided for students identified in tier 2 & 3. The components of instructional plans include: description of students, unit description, unit goals, pacing/structure/length, enduring understandings, essential questions, pre-requisites for learning, standards, relationship among topics and concepts, possible misconceptions, assessments (screening, diagnostic, self/peer, formative, & summative), text, resources, technology integration, vocabulary/foundational skills, learning tasks ranging in DOK, gradual release of responsibility, accommodations for ELs, accommodations and modifications for DLs, and parent/field connection. Instructional materials are utilized to increase access to grade level content and alternative pathways (e.g. Stride Academy, Achieve 3000, Think Through Math, Lexia, etc.) Data from running records and online programs are analyzed to inform instructional decisions. Students are offered opportunities to re-do tasks and re-take assessments to demonstrate mastery of standards and cognitive skills. Based on the 2015-2017 Five Essentials Report, Lee Elementary is considered well-organized. According to the survey, Effective Leaders is considered strong, indicating the people, programs and resources are focused on a vision for sustained improvement. Collaborative Teachers is considered very strong indicating that all teachers collaborate to promote professional growth and are active partners in the improvement of the school. Based on the 2017 Five Essential Report Lee Elementary is considered well-organized. Ambitious Instruction is considered strong indicating classes are challenging and engaging.

## Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
  - Guide students to articulate the relevance of the objective(s) to learning.
  - Anticipate possible student misunderstanding.
  - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
  - Enable students to contribute to extending the content by explaining concepts to their classmates.
  - Build on students' language development and understanding of content.
  - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
  - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
  - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
  - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
  - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
  - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
  - Provide targeted supports to individual students or groups of students based on their identified needs.
  - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
  - Monitor progress and check for understanding for individual students.
  - Change instructional practice based on analysis of current data.
  - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
  - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

## Evidence, Measures, and Standards

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

### Balanced Assessment & Grading:

Score

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

1 2 3 4

Based on the 2015 School Quality Rating Report (SQRP), Lee is in good standing and achieved Level 1+ status with NWEA Reading Growth 83rd percentile, NWEA Math Growth 92nd percentile, NWEA Reading Attainment 62nd percentile, NWEA Math Attainment 69th percentile. The components of instructional plans include: description of students, unit description, unit goals, pacing/structure/length, enduring understandings, essential questions, pre-requisites for learning, standards, relationship among topics and concepts, possible misconceptions, assessments (screening, diagnostic, self/peer, formative, & summative), text, resources, technology integration, vocabulary/foundational skills, learning tasks ranging in DOK, gradual release of responsibility, accommodations for ELs, accommodations and modifications for DLs, and parent/field connection. Multiple measure include: running records, sight word assessments, Stride Academy, Achieve 3000, Think Through Math (TTM), Lexia, CPS Benchmark assessments, NWEA, and end unit performance assessments. DL testing accommodations/modifications are provided according to IEP's and are included in unit plans. Key shifts include Collaborative Conversations, Close Reading, Text-Dependent Questions, and Depths of Knowledge. Looking at student work protocol has been implemented to identify students meeting standards with a minimum proficiency level of 75%. If students do not demonstrate proficiency, re-take opportunities are provided to students after re-teaching skills/content/standards. Vertical collaborations occurs for literacy, science, math, and special education to align instruction and assessments. Shifts are being made to ensure accuracy of grades via standards-based grading. Based on the 2015-2017 Five Essentials Report, Lee Elementary is considered well-organized. Effective leaders according to the survey is considered strong, indicating the people, programs and resources are focused on a vision for sustained improvement. Collaborative Teachers is considered very strong indicating that all teachers collaborate to promote professional growth and are active partners in the improvement of the school. Based on the 2017 Five Essential Report Lee Elementary is considered well-organized. Ambitious Instruction is considered strong indicating classes are challenging and engaging.

### Guide for Balanced Assessment & Grading

- Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.
- Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see *MTSS and Instruction*)
- Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications.
  - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments. (see Rigorous Student Tasks)
- Utilize assessments that measure the development of academic language for English learners.
- Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs
- Improve and promote assessment literacy.
  - Work together on building common assessments within a department, course, or grade level team.
  - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit.
  - Use common protocols and calibrate on scoring and grading in teacher teams.
  - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.
  - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important

decisions about a student's education.

- Measure, report, and document student progress and proficiency:
  - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
  - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
- Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
- Ensure grades are not used as a form of punishment, control, or compliance.

## Evidence, Measures, and Standards

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

### Multi-Tiered System of Supports:

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

### Score

1 2 3 4

Lee School is in the initial stages of full implementation of MTSS. The MTSS Coach, Dean of Students, and Literacy Coach support classroom teachers in providing tiered instructions for all students both academically and socially. Teachers conduct surveys at the beginning of year to identify students' preferred learning styles. Data is meant to be used to inform instructional plans and adapt instruction to include student choice and interests. Teachers are shifting instruction to provide personalized learning opportunities and differentiated learning centers/stations. Attendance plans, goals, and incentives have been established. Students of the month are celebrated for their academics, attendance, and behavior. Home visits are done for those with low attendance rate by security and administration. Staff collaborates with MTSS Coach to design Personal Learning Plans (PLP) to address attendance and academic concerns using 5-week data to inform action plans. At risk students are identified and provided intervention opportunities after-school. Students identified as needing Tier 2 & 3 instructional services are identified using problem-solving processes and provided supplemental instruction and progress monitored by interventionists. Parents and/or guardians are kept informed of their child's progress or lack there of via off-track notices, progress reports, data/parent-teacher conferences and report cards. Based on the 2017 School Quality Rating Report (SQR), Lee is in good standing and achieved Level 1+ status. NWEA Reading Growth 83rd percentile, NWEA Math Growth 92nd percentile, NWEA Reading Attainment 62nd percentile, NWEA Math Attainment 69th percentile.

### Guide for Multi-Tiered System of Supports

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.
  - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
  - Classrooms are student-centered with student agency.
  - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
  - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students

- have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
  - Monitor students requiring and receiving targeted and intensive instruction/interventions.
  - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
  - Determine appropriate interventions for students or groups of students not making adequate progress.
  - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

**Culture for Learning:**

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

Score

1 2 3 4

Based on the 2015 School Quality Rating Report (SQRP) Lee is in good standing and achieved Level 1+ status. NWEA Reading Growth 83rd percentile, NWEA Math Growth 92nd percentile, NWEA Reading Attainment 62nd percentile, NWEA Math Attainment 69th percentile. All teachers/parents/students engage in quarterly data talk sessions to reflect and design action plans to improve instruction and increase student achievement. Teachers collaborate to design instructional plans. Essential Understandings and Essential Questions are posted daily along with the standard based learning objectives including the what, why, & how of learning. School recognizes students academics, attendance, and behavior at monthly and quarterly celebrations. School establishes incentive programs for growth and attainment on NWEA, Achieve 3000, Stride Academy, & Running Records. Students are required to take responsibility for their learning via peer and self- assessment. If students do not demonstrate proficiency (75%) re-take opportunities are provided to students after re-teaching skills/content/standards. Student council is composed of students in grades 3-8 and are determined to help encourage and build school community. Based on the 2015-2017 Five Essentials Report Lee Elementary is considered well-organized. Effective leaders according to the survey is considered strong, indicating the people, programs and resources are focused on a vision for sustained improvement. Collaborative Teachers is considered very strong indicating that all teachers collaborate to promote professional growth and are active partners in the school improvement of the school. Based on the 2017 Five Essential Report Lee Elementary is considered well-organized. Ambitious Instruction is considered strong indicating classes are challenging and engaging.

## Guide for Culture for Learning

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

## Evidence, Measures, and Standards

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

### Relational Trust:

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

### Score

1 2 **3** 4



Based on the 2015-2017 Five Essentials Report Lee Elementary is considered well-organized. Effective leaders according to the survey is considered strong, indicating the people, programs and resources are focused on a vision for sustained improvement. Collaborative Teachers is considered very strong indicating that all teachers collaborate to promote professional growth and are active partners in the school improvement of the school. Based on the 2017 Five Essential Report Lee Elementary is considered well-organized. Check-in system exists for PLP students and Tier 2 & Tier 3 SEL students. Positive behaviors expectations are posted in all common areas of the school. Teacher and students develop annual contract to communicate the expectations of the year and consequences for failing to meet standards. All teachers implement Being Uniquely Great (B.U.G.) school-wide incentive system. SEL curriculum (PATHS), reading buddies, 8th grade community service, character trait of the month have been established to promote positive behaviors. Hispanic Heritage, Black History Month, and units are focused on social studies topics and are culturally relevant. ILT, GLM, and vertical collaboration meetings are lead by teachers and respectful discussions occur. Mentors are provided for new teachers, teachers who switch grade/content areas, and teachers who need additional support. Teacher leaders deliver profession development to colleagues. All students in 4-8 Grades are assigned a mentor that meet weekly with them to set goals, reflect on learning, and create learning plans.

## Guide for Relational Trust

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

## Evidence, Measures, and Standards

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

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

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

Score

1 2 3 4

Based on the 2015 Five Essential Report Lee Elementary is considered well-organized. Supportive Environment is considered strong indicating the school works collaboratively to provide a safe, demanding, and supportive environment. Current and controversial topics are addressed in curricular units ELA/Social Studies in grades 5-8. All 6-8 grade teachers are using Personalized Learning methods to increase student voice and engagement. Teachers participate in regular Personalized Learning PD to increase the cognitive demand on students, engagement, and motivation. After school enrichment and intervention opportunities are offered via CSI Programs, Urban Initiatives, Urban Gateways, etc. Student council is composed of students in grades 3-8 and are determined to help encourage and build school community, ensure equity of voice, and inform school improvement efforts. Positive contributions to the community include: St. Baldrick's, JDRF, Flint Water Drive, Misericordia, etc.

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

### Study politics

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

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> <li>• IJVNS Student Survey completion rates and results</li> <li>• Artifacts from student-run organizations and events (including SVCs)</li> <li>• Meeting minutes/agendas that include student participation</li> <li>• Policies regarding student engagement in decision making</li> <li>• Service learning reports and/or reflections of SL projects</li> <li>• Unit and curriculum maps, rubrics, assessment artifacts</li> <li>• Evidence of student work</li> <li>• Democracy School recognition</li> </ul>
Measure	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D2. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HST Standards

### Safety & Order:

The school is characterized by high levels of safety and order. Students feel physically and emotionally safe from harm, and adults work to actively maintain a safe, orderly school environment.

### Score

1 2 **3** 4

Based on the 2015 Five Essential Report Lee Elementary is considered well-organized. Supportive Environment is considered strong indicating the school works collaboratively to provide a safe, demanding, and supportive environment. However, areas of growth include Academic Professionalism and Safety. Social Emotional Learning (SEL) curriculum is implemented in grades K-6 (PATHS). A bully box is utilized to allow students to report incidents anonymously. The school's Dean of Students is the contact person which is responsible for streamlining discipline practices. Dean of students is accessible and has established respectful relationships with staff, students, and families. School-wide behavioral expectations are posted in common areas. Staff members support restorative practices and a positive approach to discipline is implemented. The school counselor provides push-in and pull-out SEL services via peace circles and restorative conversations. Supervision of students at arrival, dismissal, and during lunch and recess is a priority. The CPS Framework for Teaching require all teacher to manage student behavior in a way that is respectful and reinforce positive behaviors. School wide behavior expectations are posted across hallways and in classrooms across the school. Classrooms have established norms and expectations for behavior during instructional time.

## Guide for Safety & Order

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

## Evidence, Measures, and Standards

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

### Restorative Approaches to Discipline:

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

Score

1 2 **3** 4

Based on the 2015 Five Essential Report Lee Elementary is considered well-organized. Supportive Environment is considered strong indicating the school works collaboratively to provide a safe, demanding, and supportive environment. However, the areas growth include Academic Personalism and Safety. The school's Dean of Students is responsible for streamlining discipline practices and ensure clear lines of communication with administration, staff, students, and families. Lee School has established a Culture & Climate committee who meets quarterly to address the SEL needs of staff, students, and families. The committee is responsible for the successful implementation of school-wide incentives that reinforce positive behaviors e.g. B.U.G. School-wide behavioral expectations are posted in common areas. Staff members support restorative practices and a positive approach to discipline is implemented. Social Emotional Learning (SEL) curriculum is implemented in grades K-6 (PATHS). Staff uses de-escalation approaches & least restrictive responses when addressing behavioral and social-emotional challenges. A bully box is utilized to allow students to report incidents anonymously. The school counselor provides push-in and pull-out SEL service via peace circles and restorative conversations. Students are required to complete self-reflections when addressing behaviors/SEL concerns. Parent conferences are held as needed to address concerns and include them as partners in the decision making process. Misconduct data is analyzed to inform school improvement efforts.

## Guide for Restorative Approaches to Discipline

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

## Evidence, Measures, and Standards

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

### Parent and Family Partnership:

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

### Score

1 2 **3** 4

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.

Based on the 2015 Five Essential Report Lee Elementary is considered well-organized. Supportive Environment is considered strong indicating the school works collaboratively to provide a safe, demanding, and supportive environment. Involved Families is considered strong indicating the staff builds strong external relationships. Staff sees parents as partners in helping students learn, values parent input and participation in advancing the school's mission, and supports efforts to strengthen community resources. School's Moto "LEE is the place to be." Our parent engagement center is readily available to all parents which promotes life-long learning. Parent committees/organizations meet regularly via Monthly Socials, Parent Advisory Committee (PAC), Bilingual Advisory Committee (BAC), Local School Council (LSC), and SWOP Mentors, Parent Volunteers, and Lunch/Recess Monitors.

### 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	<a href="#">Family &amp; Community Engagement</a>
CPS Framework for Teaching	<a href="#">2c. Managing Classroom Procedures</a> <a href="#">4c. Communicating with Families</a>
CPS Performance Standards for School Leaders	D1. Engages Families
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Parent Support Centers</a></li> <li>✓ <a href="#">Parent University</a></li> <li>✓ <a href="#">Parent Portal</a></li> </ul>

### School Excellence Framework Priorities

Score      Framework dimension and category

Area of focus ○= Not of focus

1	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊗
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1	2	3	4	5	⊗
2	Expectations for depth & breadth of Quality Teaching: Instruction	1	2	3	4	5	⊗
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1	2	3	4	5	⊗
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1	2	3	4	5	⊗
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1	2	3	4	5	⊗
3	Expectations for depth & breadth of Student Learning: Curriculum	1	2	3	4	5	⊗
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	⊗
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Parent and Family Partnership	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊗
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1	2	3	4	5	⊗
4	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1	2	3	4	5	⊗
4	Culture of & Structure for Continuous Improvement: Professional Learning	1	2	3	4	5	⊗

Goals

Required metrics (Elementary)

18 of 18 complete

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

National School Growth Percentile - Reading

Historical trend data at Lee indicates that we have been on an upward trend and we anticipate a 2% growth in Reading. Lee continues to implement Common Core instructional shifts in Literacy; established quarterly peer observations; collaborating a with literacy consultant; implementing bi-quarterly vertical collaboration meetings and PLC's (summit) district wide; established weekly common planning time by grade bands for all teachers; increased instructional block; purchased on-line academic supplemental programs e.g. Razz Kids, Stride Academy, Achieve 3000, MyON, lexia etc.); instituted daily student goal setting; provided professional development to cohorts on personalized learning; attend local and national conferences; implement a standard based grading policy; and provide interventions/enrichment opportunities. Teachers engage in sharing best practices based off of school visits both locally and nationally. Teachers and students are engaging in personalized learning practices to meet the individual needs of students.

83.00

76.00

78.00

80.00

82.00

**National School Growth Percentile - Math**

As the school has begun to transition to a personalized learning curriculum students are pacing their learning to meet individualized learning goals. Schedules are created to allow for an additional 120 minutes of math through TTM that is aligned to their individual growth goals. Teachers continue to work collaboratively during grade bank dedicated two hour blocks daily to align curriculum. Through PL students are now engaging in relevant real life problem solving to demonstrate mastery of standards.

92.00

88.00

90.00

92.00

94.00

**% of Students Meeting/Exceeding National Ave Growth Norms**

Historical trend data at Lee indicates that we have been on an upward trend and we anticipate a 2% growth in Reading. Lee continues to implement Common Core instructional shifts in Literacy; established quarterly peer observations; collaborating a with literacy consultant; implementing bi-quarterly vertical collaboration meetings and PLC's (summit) district wide; established weekly common planning time by grade bands for all teachers; increased instructional block; purchased on-line academic supplemental programs e.g. Razz Kids, Stride Academy, Achieve 3000, MyON, lexia etc.); instituted daily student goal setting; provided professional development to cohorts on personalized learning; attend local and national conferences; implement a standard based grading policy; and provide interventions/enrichment opportunities. Teachers engage in sharing best practices based off of school visits both locally and nationally. Teachers and students are engaging in personalized learning practices to meet the individual needs of students.

66.10

62.40

64.40

66.40

68.00

As the school has begun to transition to a personalized learning curriculum students are pacing their learning to meet individualized learning goals. Schedules are created to allow for an additional 120 minutes of math through TTM that is aligned to their individual growth goals. Teachers continue to work collaboratively during grade bank dedicated two hour blocks daily to align curriculum. Through PL students are now engaging in relevant real life problem solving to demonstrate mastery of standards.

**African-American Growth Percentile - Reading**

N/A

(Blank)

(Blank)

0.00

0.00

0.00

**Hispanic Growth Percentile - Reading**

Historical trend data at Lee indicates that we have been on an upward trend and we anticipate a 2% growth in Reading. Lee continues to implement Common Core instructional shifts in Literacy; established quarterly peer observations; collaborating a with literacy consultant; implementing bi-quarterly vertical collaboration meetings and PLC's (summit) district wide; established weekly common planning time by grade bands for all teachers; increased instructional block; purchased on-line academic supplemental programs e.g. Razz Kids, Stride Academy, Achieve 3000, MyON, lexia etc.); instituted daily student goal setting; provided professional development to cohorts on personalized learning; attend local and national conferences; implement a standard based grading policy; and provide interventions/enrichment opportunities. Teachers engage in sharing best practices based off of school visits both locally and nationally. Teachers and students are engaging in personalized learning practices to meet the individual needs of students.

83.00

75.00

77.00

79.00

81.00

**English Learner Growth Percentile - Reading**

Historical trend data at Lee indicates that we have been on an upward trend and we anticipate a 2% growth in Reading. Lee continues to implement Common Core instructional shifts in Literacy; established quarterly peer observations; collaborating with literacy consultant; implementing bi-quarterly vertical collaboration meetings and PLC's (summit) district wide; established weekly common planning time by grade bands for all teachers; increased instructional block; purchased on-line academic supplemental programs e.g. Razz Kids, Stride Academy, Achieve 3000, MyON, Ilexis etc.); instituted daily student goal setting; provided professional development to cohorts on personalized learning; attend local and national conferences; implement a standard based grading policy; and provide interventions/enrichment opportunities. Teachers engage in sharing best practices based off of school visits both locally and nationally. Teachers and students are engaging in personalized learning practices to meet the individual needs of students.

86.00

73.00

75.00

77.00

79.00

#### Diverse Learner Growth Percentile - Reading

Lee is now instituting an inclusion model in the upper grades, students are participating in after school programs for diverse learners. There is greater focus on test accommodations, adaptable computer programs, vertical collaborations for teachers, professional development aligned to personalized learning shifts. Teachers are attending national and local conferences as well as school visits to learn best practices

99.00

93.00

94.00

95.00

96.00

#### African-American Growth Percentile - Math

N/A

(Blank)

(Blank)

0.00

0.00

0.00

#### Hispanic Growth Percentile - Math

As the school has begun to transition to a personalized learning curriculum students are pacing their learning to meet individualized learning goals. Schedules are created to allow for an additional 120 minutes of math through TTM that is aligned to their individual growth goals. Teachers continue to work collaboratively during grade bank dedicated two hour blocks daily to align curriculum. Through PL students are now engaging in relevant real life problem solving to demonstrate mastery of standards.

92.00

90.00

92.00

94.00

96.00

#### English Learner Growth Percentile - Math

As the school has begun to transition to a personalized learning curriculum students are pacing their learning to meet individualized learning goals. Schedules are created to allow for an additional 120 minutes of math through TTM that is aligned to their individual growth goals. Teachers continue to work collaboratively during grade bank dedicated two hour blocks daily to align curriculum. Through PL students are now engaging in relevant real life problem solving to demonstrate mastery of standards.

80.00

83.00

85.00

87.00

89.00

#### Diverse Learner Growth Percentile - Math

As the school has begun to transition to a personalized learning curriculum students are pacing their learning to meet individualized learning goals. Schedules are created to allow for an additional 120 minutes of math through TTM that is aligned to their individual growth goals. Teachers continue to work collaboratively during grade bank dedicated two hour blocks daily to align curriculum. Through PL students are now engaging in relevant real life problem solving to demonstrate mastery of standards. Students are in an inclusive setting in the middle school.

98.00

48.00

51.00

54.00

57.00

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



Historical trend data at Lee indicates that we have been on an upward trend and we anticipate a 2% growth in Reading. Lee continues to implement Common Core instructional shifts in Literacy; established quarterly peer observations; collaborating with literacy consultant; implementing bi-quarterly vertical collaboration meetings and PLC's (summit) district wide; established weekly common planning time by grade bands for all teachers; increased instructional block; purchased on-line academic supplemental programs e.g. Raz Kids, Stride Academy, Achieve 3000, MyON, Lexia etc.); instituted daily student goal setting; provided professional development to cohorts on personalized learning; attend local and national conferences; implement a standard based grading policy; and provide interventions/enrichment opportunities. Teachers engage in sharing best practices based off of school visits both locally and nationally. Teachers and students are engaging in personalized learning practices to meet the individual needs of students.

54.00

62.00

67.00

72.00

77.00

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

As the school has begun to transition to a personalized learning curriculum students are pacing their learning to meet individualized learning goals. Schedules are created to allow for an additional 120 minutes of math through TTM that is aligned to their individual growth goals. Teachers continue to work collaboratively during grade bank dedicated two hour blocks daily to align curriculum. Through PL students are now engaging in relevant real life problem solving to demonstrate mastery of standards.

56.00

69.00

74.00

79.00

84.00

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

Historical trend data at Lee indicates that we have been on an upward trend and we anticipate a 2% growth in Reading. Lee continues to implement Common Core instructional shifts in Literacy; established quarterly peer observations; collaborating with literacy consultant; implementing bi-quarterly vertical collaboration meetings and PLC's (summit) district wide; established weekly common planning time by grade bands for all teachers; increased instructional block; purchased on-line academic supplemental programs e.g. Raz Kids, Stride Academy, Achieve 3000, MyON, Lexia etc.); instituted daily student goal setting; provided professional development to cohorts on personalized learning; attend local and national conferences; implement a standard based grading policy; and provide interventions/enrichment opportunities. Teachers engage in sharing best practices based off of school visits both locally and nationally. Teachers and students are engaging in personalized learning practices to meet the individual needs of students.

41.00

58.00

60.00

62.00

64.00

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

As the school has begun to transition to a personalized learning curriculum students are pacing their learning to meet individualized learning goals. Schedules are created to allow for an additional 120 minutes of math through TTM that is aligned to their individual growth goals. Teachers continue to work collaboratively during grade bank dedicated two hour blocks daily to align curriculum. Through PL students are now engaging in relevant real life problem solving to demonstrate mastery of standards.

51.00

72.00

74.00

76.00

78.00

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

Historical data indicates that we demonstrated about a 4% increase in ACCESS. EL and bilingual students are also offered extended day opportunities in literacy to increase their English Language acquisition.

39.90

(Blank)

45.00

48.00

51.00

#### Average Daily Attendance Rate

Over the past years, our attendance trend has increased. We have implemented a monthly incentive programs to increase student attendance. We have also incorporated attendance meetings, done consecutive home visits, and one on one parent meetings and met with students who are off track. Students that are off track on attendance have also been assigned a mentor.

95.50

95.20

96.00

96.50

96.70

#### My Voice, My School 5 Essentials Survey

The school 5 essentials report for Lee Elementary is considered Well-Organized. Effective Leaders is considered strong indicating the people, programs and resources are focused on a sustained improvement. Collaborative teachers is listed as very strong indicating all teachers collaborate to promote professional growth and are active partners in school improvement.

(Blank)

(Blank)

(Blank)

(Blank)

(Blank)

Custom metrics

0 of 0 complete

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

Strategies

Strategy 1

If we do...

If we embed social and emotional learning skills (self-awareness, self-management, decision-making, & responsible behavior) into daily core content instruction in all grades prekindergarten through 8th grade (including sub-groups ELs and DLs) and provide all teachers with monthly professional development aligned to SEL standards and best practices.

...then we see...

our students take ownership in applying decision-making skills to deal responsibly with daily academic and social situations. This in turn will develop responsible student behavior and mindsets for success. Teachers will embed daily SEL standards and adjust instruction to personalize learning and meet the individual needs of each student.

...which leads to...

which will lead to students taking ownership and reaching their individual academic and social-emotional goals in all core areas in order to prepare students to be college and career ready. Based on trend data we expect to see the following during the 2018-2019 school year. K 75% of K students meeting/exceeding reading level expectations  
1 75% of first grade students meeting/exceeding reading level expectations  
2 - 75% of second grade meeting/exceeding reading level expectations; 75 % of students meeting/exceeding growth targets on NWEA MAP - Reading  
3 - 8th -80 % of 3-8 students meeting/exceeding growth targets on NWEA MAP - Reading  
3-8th 85% of 3-8 students meeting/exceeding growth targets on NWEA MAP - Math  
Additionally, we expect to see a 3% increase annually in the percentage of students meeting/exceeding on NWEA Reading & Math, 2% reduction of misconducts according to Dashboard Metrics, and an overall increase in attendance during the 2018 and 2019 school years.

Tags:

MTSS, Core Instruction, Diverse Learners, SEL, Personalized Learning, Instruction, Professional development, Tier 2 & 3, Tier 1, English language learners, Core values

Area(s) of focus:

2, 1, 3

Action step

At the start of the 2018-2019 school year Lee will form an MTSS/SEL committee that will meet bi-weekly

Responsible

Administration

Timeframe

Aug 27, 2018 to  
Aug 31, 2018

Status

On-Track

**MTSS, Core Instruction, Diverse Learners, English Learners, SEL, Personalized Learning, Tier 2 & 3, Tier 1, Core values, Teachers teams**

MTSS/SEL committee will identify survey for staff and school community at the start of the school year to prioritize the integration of the SEL standards into core curricular units during the 2018-2019 school year

MTSS/SEL  
Committee

Aug 27, 2018 to  
Sep 21, 2018

Not started

**Core Instruction, Diverse Learners, English Learners, SEL, Personalized Learning, Tier 2 & 3, Community, Parent engagement, Tier 1, Units of study, Surveys, Teachers teams, Mtss team,**

**Instructional**

<p>MTSS/SEL committee will meet with the ILT during the 1st month of school to align PD to the school wide PD calendar in order to provide PD monthly to staff aligned to the SEL standards</p>	<p>MTSS/SEL Committee</p>	<p>Sep 24, 2018 to Oct 8, 2018</p>	<p>Not started</p>
<p>During the 2018-2019 school year the MTSS/SEL team will review instructional units quarterly to ensure SEL standards are embedded in all core subject.</p>	<p>MTSS/SEL Committee</p>	<p>Nov 1, 2018 to Jun 28, 2019</p>	<p>Not started</p>

**Core Instruction, Diverse Learners, SEL, Instruction, Units of study**

<p>MTSS/SEL team will monitor classroom instruction quarterly to observe the implementation of SEL standards and collect data (progress monitoring).</p>	<p>MTSS/SEL Committee</p>	<p>Nov 1, 2018 to Jun 28, 2019</p>	<p>Not started</p>
--	---------------------------	------------------------------------	--------------------

**Core Instruction, Tier 2 & 3, Progress monitoring, Data analysis, Tier 1, Mtss-sel**

<p>MTSS/SEL Team will analyze student data monthly to identify trends (success/challenges) providing staff with actionable next steps and sharing data trends with the community</p>	<p>MTSS/SEL Committee</p>	<p>Nov 1, 2018 to Jun 28, 2019</p>	<p>Not started</p>
--	---------------------------	------------------------------------	--------------------

**Core Instruction, Tier 2 & 3, Data analysis, Parent engagement, Student success, Tier 1, Core values, Mtss-sel, Progress monitoring, Action plan**

<p>Staff will attend local and national professional development during the 2018-2019 school year aligned to the SEL standards</p>	<p>Administration</p>	<p>Aug 20, 2018 to Jun 28, 2019</p>	<p>On-Track</p>
--	-----------------------	-------------------------------------	-----------------

**MTSS, SEL, Professional development, Multi-tiered support systems**

<p>Teachers will engage in a book clubs aligned to SEL in order to learn identify and apply SEL strategies to everyday instruction.</p>	<p>6-8, K-2</p>	<p>Sep 10, 2018 to Nov 16, 2018</p>	<p>On-Track</p>
---	-----------------	-------------------------------------	-----------------

**SEL, Professional development, Literacy professional, Adjust instruction, Book club**

**Strategy 2**

If we do...

If we provide professional development, coaching and mentoring to build teacher capacity around personalized learning, and teachers design rigorous and innovative instruction aligned to personalized learning frameworks, such as Leap, Summit, and Institution for Personalize Learning

...then we see...

empowered learners articulate their interests, strengths, and needs in order to co-design their learning experiences with teachers and mentors. Students will actively engage in meaningful learning experiences and demonstrate evidence of learning outcomes in multiple ways

...which leads to...

which will lead to students taking ownership and reaching their individual academic and social-emotional goals in all core areas in order to prepare students to be college and career ready. Based on trend data we expect to see the following during the 2018-2019 school year. K 75% of K students meeting/exceeding reading level expectations  
 1 75% of first grade students meeting/exceeding reading level expectations  
 2 - 75% of second grade meeting/exceeding reading level expectations; 75 %of students meeting/exceeding growth targets on NWEA MAP - Reading  
 3 - 8th -80 % of 3-8 students meeting/exceeding growth targets on NWEA MAP - Reading  
 3-8th 85% of 3-8 students meeting/exceeding growth targets on NWEA MAP - Math  
 Additionally, we expect to see a 3% increase annually in the percentage of students meeting/exceeding on NWEA Reading & Math, 2% reduction of misconducts according to

Dashboard Metrics, and an overall increase in attendance during the 2018 and 2019 school years.

Tags:

MTSS, Math, Science, Core Instruction, Social studies, Personalized Learning, Leadership, Professional development, Literacy, Student ownership, Mastery

Area(s) of focus:

3, 1, 2

Action step	Responsible	Timeframe	Status
Create a year long PD plan aligned to personalized learning, personalizing it to meet the needs of staff capacity (PD will include coaching, mentoring, peer to peer visits, school visits (local and nationally), Conferences (local and national)	Admin/ILT	Jul 2, 2018 to Sep 14, 2018	Not started

**Personalized Learning, Professional development, Plan, Differentiation, Peer observation, School visits, Mentoring, Coaching support, Conferences, Instructional planning**

Provide (tiered) monthly and/or quarterly professional development aligned to personalized learning frameworks for all staff	Consultants, Admin and Staff	Jul 2, 2018 to Jun 28, 2019	On-Track
--	------------------------------	-----------------------------	----------

**Professional development**

Assign a mentor to each staff member to support transition to PL. Mentor will meet with mentee twice a month for a minimum of ten minutes to provide coaching and support	PL TEAM	Aug 27, 2018 to Jun 14, 2019	Completed
---	---------	------------------------------	-----------

**Personalized Learning, Instruction, Differentiated instruction, Coaching, Mentor**

Quarterly core content teams will meet during vertical articulations to design curricular units integrating PL strategies for all students	Admin/PL Lead	Aug 27, 2018 to Apr 30, 2019	On-Track
--	---------------	------------------------------	----------

**Diverse Learners, Teacher Teams/Collaboration, Personalized Learning, Professional development, Differentiated instruction, Student engagement, Instructional planning, Parent engagement, Vertical articulation, Student ownership, Teacher capacity, EI learners**

At the start of the 2nd quarter Middle school staff/students will meet quarterly to co-design instructional units	6-8th grade teachers and students	Nov 1, 2018 to Jun 28, 2019	Not started
---	-----------------------------------	-----------------------------	-------------

**Core Instruction, Personalized Learning, Student ownership, Students, Units of study, Teacher, Planning for instruction, Middle school, Co-design, Academic goals**

Teachers will attend a 3 day professional development with High Tech High to design new rigorous units	all	Aug 6, 2018 to Aug 8, 2018	Completed
--	-----	----------------------------	-----------

**Unit planning, Units, Pbl, PI**

Strategy 3

If we do...

If members of the school community mentor and coach students to persevere academically and socially, exposing them to various relevant and controversial issues, and provide decision-making opportunities to exercise their voice

...then we see...

a climate and culture of student leadership where students demonstrate commitment, honesty, integrity, empathy, creativity, identity and beliefs by contributing to their school, local and global communities

...which leads to...

which will lead to students having voice and leadership opportunities in the school allowing them to take ownership and reach their individual academic and social-emotional goals in all core areas in order to prepare students to be college and career ready. Based on trend data we expect to see the following during the 2018-2019 school year.  
K 75% of K students meeting/exceeding reading level expectations

1 75% of first grade students meeting/exceeding reading level expectations  
 2 - 75% of second grade meeting/exceeding reading level expectations; 75 %of students meeting/exceeding growth targets on NWEA MAP - Reading  
 3 - 8th -80 % of 3-8 students meeting/exceeding growth targets on NWEA MAP - Reading  
 3-8th 85% of 3-8 students meeting/exceeding growth targets on NWEA MAP - Math  
 Additionally, we expect to see a 3% increase annually in the percentage of students meeting/exceeding on NWEA Reading & Math, 2% reduction of misconducts according to Dashboard Metrics, and an overall increase in attendance during the 2018 and 2019 school years.

Tags:

Mentorship, Coaching, Student ownership, Student leadership, Coaching support, Student empowerment, Student voice, engagement, & civic life, Acadmi

Area(s) of focus:

1, 2, 3

Action step	Responsible	Timeframe	Status
During the 2018-2019 school year create structures and systems to ensure that all students 4-8 are assigned a mentor to meet with weekly for a minimum of 10 minutes.	PL Team	Jun 1, 2018 to Sep 28, 2018	On-Track
<b>Mentorship, Protocols, Scheduling, Structure, Systems</b>			
Engage staff in professional development both locally and nationally to build capacity to enhance student voice, leadership, engagement and civic life during the 2018-2019 school year	Admin/ILT	Jun 1, 2018 to Jun 30, 2019	Not started
<b>Diverse Learners, Professional Learning, Leadership, Professional development, EL learners, Student centered, Student voice, engagement, &amp; civic life, Engagement</b>			
Create a student leadership PLC that meets monthly with administration to begin to lead the work associated with creating school wide opportunities for consistent student voice and leadership	Administration/Teacher Leaders	Nov 1, 2018 to Jun 21, 2019	Not started
<b>Plc, Master schedule, Student leadership</b>			
Organize a Student, Parent, Teacher board that meets quarterly to identify common issues throughout the community in order to begin to problem solve and identify solutions	ILT	Dec 3, 2018 to Jun 28, 2019	Not started
<b>Community, Parent engagement, Student leadership, Student voice, engagement, &amp; civic life, Problem solving, Solutions</b>			
Students and teachers will co-design instruction to address issues associated with their identity, belief systems and/or controversial issues happening around the world	Teacher Teams	Feb 1, 2019 to Jul 26, 2019	Not started
<b>Core Instruction, Personalized Learning, Student, Core values, Teacher, Instructional, Identity, Beliefs, Controversial, Co-design</b>			

Action Plan

Strategy 1

ON-TRACK

At the start of the 2018-2019 school year Lee will form an MTSS/SEL committee that will meet bi-weekly"

Aug 27, 2018 to Aug 31, 2018 - Administration

### Status history



ON-TRACK

Oct 02, 2018

**Evidence**

At beginning of year, MTSS team was selected and yearly biweekly meetings were scheduled. At first meeting team discussed procedures and expectations for year, trends and next steps and strategies to implement. One trend identified, Kindergarten Sept. attendance has increased .5% for this SY since last school year. Another trend, inappropriate use of technology and some strategies discussed- admin. class reminders of tech contract and behaviors and Go Guardian.

ON-TRACK

Oct 02, 2018

**Evidence**

One trend identified, Kindergarten Sept. attendance has increased .5% for this SY since last school year. Another trend, inappropriate use of technology and some strategies discussed- admin., dean, & counselor addresses and provides frequent class reminders of tech contract and appropriate behaviors and teacher use of Go Guardian.

COMPLETED

Sep 10, 2018

**Evidence**

During Administrative Team meeting the team identified MTSS team, created a meeting schedule inclusive of Related Support Personnel (will meet once a month on Friday), team will meet otherwise once a week.

NOT STARTED

MTSS/SEL committee will identify survey for staff and school community at the start of the school year to prioritize the integration of the SEL standards into core curricular units during the 2018-2019 school year"

Aug 27, 2018 to Sep 21, 2018 - MTSS/SEL Committee

### Status history



NOT STARTED

Apr 11, 2018

**Evidence**

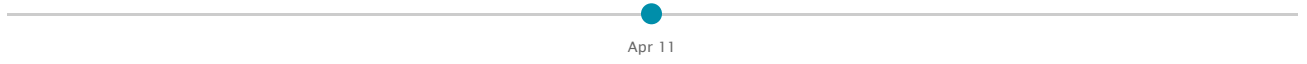
Survey/results

NOT STARTED

MTSS/SEL committee will meet with the ILT during the 1st month of school to align PD to the school wide PD calendar in order to provide PD monthly to staff aligned to the SEL standards"

Sep 24, 2018 to Oct 08, 2018 - MTSS/SEL Committee

### Status history



NOT STARTED

Apr 11, 2018

**Evidence**

agendas, PD calendar (dates/subjects/outcomes)

NOT STARTED

During the 2018-2019 school year the MTSS/SEL team will review instructional units quarterly to ensure SEL standards are embedded in all core subject."

Nov 01, 2018 to Jun 28, 2019 - MTSS/SEL Committee

### Status history



Apr 11

NOT STARTED

Apr 11, 2018  
**Evidence**  
Instructional units

NOT STARTED

MTSS/SEL team will monitor classroom instruction quarterly to observe the implementation of SEL standards and collect data (progress monitoring)."

Nov 01, 2018 to Jun 28, 2019 - MTSS/SEL Committee

### Status history

Apr 11

NOT STARTED

Apr 11, 2018  
**Evidence**  
PQS feedback, visitation schedule

NOT STARTED

MTSS/SEL Team will analyze student data monthly to identify trends (success/challenges) providing staff with actionable next steps and sharing data trends with the community"

Nov 01, 2018 to Jun 28, 2019 - MTSS/SEL Committee

### Status history

Apr 11

NOT STARTED

Apr 11, 2018  
**Evidence**  
agenda, minutes, actions items

ON-TRACK

Staff will attend local and national professional development during the 2018-2019 school year aligned to the SEL standards"

Aug 20, 2018 to Jun 28, 2019 - Administration

### Status history

6. Aug

13. Aug

20. Aug

27. Aug

3. Sep

10. Sep

17. Sep

24. Sep

1. Oct

8. Oct

ON-TRACK

Oct 09, 2018

**Evidence**

Principal and two teachers attended Ed Surge conference and participated in a workshop lead by Dr. Pamela Cantor, whose work is grounded in SEL.

ON-TRACK

Oct 09, 2018

**Evidence**

Principal and two teachers attended Ed Surge conference and participated in a workshop lead by Dr. Pamela Cantor, whose work is grounded in SEL.

ON-TRACK

Oct 09, 2018

**Evidence**

Principal and two teachers attended Ed Surge conference and participated in a workshop lead by Dr. Pamela Cantor, whose work is grounded in SEL.

COMPLETED

Aug 06, 2018

**Evidence**

Evidence of completion: Dean and Assistant Dean attended week long SEL PD provided by the district. They in turn provided PD to the staff during opening week to start the year.

ON-TRACK

Teachers will engage in a book clubs aligned to SEL in order to learn identify and apply SEL strategies to everyday instruction."

Sep 10, 2018 to Nov 16, 2018 - 6-8, K-2

## Status history

Oct 3

ON-TRACK

Oct 03, 2018

### Evidence

Teachers began reading SEL in middle school. Teachers engaged in discussion and identified self-regulation as their learning strategy that they would apply. They are creating charts with students and applying them to their daily instruction. The next chapter they will read and discuss is chapter 2.

## Strategy 2

ON-TRACK

Provide (tiered) monthly and/or quarterly professional development aligned to personalized learning frameworks for all staff"

Jul 02, 2018 to Jun 28, 2019 - Consultants, Admin and Staff

## Status history

23. Apr 7. May 21. May 4. Jun 18. Jun 2. Jul 16. Jul 30. Jul 13. Aug 27. Aug 10. Sep 24. Sep 8. Oct

ON-TRACK

Oct 09, 2018

### Evidence

10 teachers engaged in professional learning with Cohort 5 at Leap Innovations. Learning was aligned to Rigor/DOK 1-4 using the Hess Rigorous Matrix.

ON-TRACK

Oct 09, 2018

### Evidence

10 teachers engaged in professional learning with Cohort 5 at Leap Innovations. Learning was aligned to Rigor/DOK 1-4 using the Hess Rigorous Matrix.

COMPLETED

Oct 09, 2018

### Evidence

During Opening PD teachers engaged in multiple paths around PL, part whole group and differentiated. Agendas in folders on the drive

ON-TRACK

Oct 04, 2018

### Evidence

7 teachers began their journey in Learning network at Leap Innovations. They each identified a personal learning pathway to advance their knowledge around PL.

ON-TRACK

Oct 04, 2018

### Evidence

7 teachers began their journey in Learning network at Leap Innovations. They each identified a personal learning pathway to advance their knowledge around PL.

ON-TRACK

Aug 06, 2018

### Evidence

60 % of staff engaged in 3 day professional development on August 6-8 to redesign their curriculum and units to integrate PLB and PL for their first unit.

ON-TRACK

Apr 11, 2018

### Evidence

evidence of PD, informal and formal observations

NOT STARTED



Create a year long PD plan aligned to personalized learning, personalizing it to meet the needs of staff capacity (PD will include coaching, mentoring, peer to peer visits, school visits (local and nationally), Conferences (local and national))

Jul 02, 2018 to Sep 14, 2018 - Admin/ILT

## Status history

Apr 11

NOT STARTED

Apr 11, 2018  
**Evidence**  
PD plan

COMPLETED

Assign a mentor to each staff member to support transition to PL. Mentor will meet with mentee twice a month for a minimum of ten minutes to provide coaching and support"

Aug 27, 2018 to Jun 14, 2019 - PL TEAM

## Status history

23. Apr

7. May

21. May

4. Jun

18. Jun

2. Jul

16. Jul

30. Jul

13. Aug

27. Aug

10. Sep

24. Sep

COMPLETED

Oct 03, 2018  
**Evidence**  
Mentors were assigned to staff last week, they are identified in a google doc.

NOT STARTED

Apr 11, 2018  
**Evidence**  
Mentor/Mentee List, Minutes/notes from support sessions

ON-TRACK

Quarterly core content teams will meet during vertical articulations to design curricular units integrating PL strategies for all students"

Aug 27, 2018 to Apr 30, 2019 - Admin/PL Lead

## Status history

6. Aug

13. Aug

20. Aug

27. Aug

3. Sep

10. Sep

17. Sep

24. Sep

ON-TRACK

Sep 24, 2018

**Evidence**

During week of Sept 24 and October 1st vertical articulations occurred allowing teachers to design new curricular units. The units for k-4 are culturally relevant units. 5- 8 teachers worked on passion projects during vertical articulation. New units are in the process of being provided feedback aligned to standards, rigor and assessment (PL strategies and SEL as well). Units are housed in a goggle folder on the drive.

ON-TRACK

Aug 06, 2018

**Evidence**

agendas, minutes, units

NOT STARTED

At the start of the 2nd quarter Middle school staff/students will meet quarterly to co-design instructional units"

Nov 01, 2018 to Jun 28, 2019 - 6-8th grade teachers and students

## Status history

Apr 11

NOT STARTED

Apr 11, 2018  
**Evidence**

COMPLETED

Teachers will attend a 3 day professional development with High Tech High to design new rigorous units"

Aug 06, 2018 to Aug 08, 2018 - all

## Status history

Aug 6

COMPLETED

Aug 06, 2018

### Evidence

Teachers attended Pd, wrote new curricular units for 1st quarter using the design thinking process from PD. Teachers are also designing passion projects using the same framework.

## Strategy 3

NOT STARTED

Create a student leadership PLC that meets monthly with administration to begin to lead the work associated with creating school wide opportunities for consistent student voice and leadership"

Nov 01, 2018 to Jun 21, 2019 - Administration/Teacher Leaders

## Status history

Apr 11

NOT STARTED

Apr 11, 2018

### Evidence

ON-TRACK

During the 2018-2019 school year create structures and systems to ensure that all students 4-8 are assigned a mentor to meet with weekly for a minimum of 10 minutes."

Jun 01, 2018 to Sep 28, 2018 - PL Team

## Status history

23. Apr

7. May

21. May

4. Jun

18. Jun

2. Jul

16. Jul

30. Jul

13. Aug

27. Aug

10. Sep

24. Sep

ON-TRACK

Oct 02, 2018

### Evidence

ON-TRACK

Oct 02, 2018

### Evidence

ON-TRACK

Apr 11, 2018

### Evidence

Minutes, agendas housed in goggle drive in a folder

NOT STARTED

Engage staff in professional development both locally and nationally to build capacity to enhance student voice, leadership, engagement and civic life during the 2018-2019 school year"

Jun 01, 2018 to Jun 30, 2019 - Admin/ILT

## Status history

Apr 11

NOT STARTED

Apr 11, 2018

### Evidence

NOT STARTED

Organize a Student, Parent, Teacher board that meets quarterly to identify common issues throughout the community in order to begin to problem solve and identify solutions"

## Status history

Apr 11

NOT STARTED

Apr 11, 2018  
**Evidence**

NOT STARTED

Students and teachers will co-design instruction to address issues associated with their identity, belief systems and/or controversial issues happening around the world"

Feb 01, 2019 to Jul 26, 2019 - Teacher Teams

## Status history

Apr 11

NOT STARTED

Apr 11, 2018  
**Evidence**

### 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

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.

Monthly ESSA parent PAC meetings and LSC Meetings parents will provide input and help with the development of programs aligned to meeting their needs. Parents will meet periodically with administration to discuss such goals.

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

The school will hold an open house meeting at the start of the school year to inform all stakeholders of the NCLB title 1 scheduled meetings for the 2016-2017 school year. The meeting will be held in September of 2018 in order to complete the informational meeting and then the organization.

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 share dates that are already scheduled. There will be a suggestion box that parents can request opportunities, they will be shared at LSC, BAC and PAC meetings. Parents will be responded to within 48 hours via email, phone or a face to face meeting.

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.

Lee will distribute assessment data to all parents as soon as its made available by the district. It will be distributed in appropriate languages to meet the diverse needs at Lee 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.

Lee administration will inform parents via written communication if their child is being taught by a "non highly qualified teacher for a least our consecutive weeks".

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.

Workshops and parent meetings will be held to educate parents on how to understand their child's academic progress and how to assist their children with their academic goals and progress: such meetings will be held monthly.

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.

In conjunction with ESSA, the parent PAC and the school will be offering educational support classes to assist parents with such skills as: literacy, math, science, bilingual education, technology, health and SEL.

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.

Lee will survey parents for baseline data at the start of the school year to learn how they can increase partnerships and offer more opportunities for parent involvement. During Opening PD at school and quarterly throughout the year PD will be provided to staff on how to develop and maintain relationships with parents to make them a part of the education program.

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.

Lee school will send communication home regarding all parent activities in the appropriate language in a timely manner.

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 will be sent home in multiple languages to inform parents about school related activities and times in order to inform parent about school related activities and times. The information will be posted on the school website, Facebook page, newsletter, blackboard and calendar.

#### Policy Implementation Activities

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

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

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

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

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

all boxes are checked

#### School-Parent Compact

Complete

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

The mission of Lee: The Lee school community is committed to providing a rigorous and innovative personalized learning experience empowering students to persevere in becoming independent lifelong learners and leaders in the global society.

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.

According to the CPS 2016-2017 school academic calendar Lee will hold parent-teacher conferences in which parents will be able to engage in conversations with their child's teacher regarding academics and SEL.

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

According to the CPS 2016-2017 academic calendar Lee school will send home 5 week progress reports to inform parents of their child's academic needs.

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

Lee school will ensure that teachers are available by appointment to meet with their child's teacher during preparation time.

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.

Lee has an open door policy. All parents are welcome to volunteer in the school as long as they have been approved through CPS. Teacher and administration will pre-approve times. Parent must sign-in and out as well as wear a visitor's pass.

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

Parents will be responsible for ensuring their children are presenting school daily and that all homework is signed.

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

Parents will have the opportunity to participate in decision making via the LSC meetings, bilingual and NCLB meetings as the school suggestion box.

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 make sure that they come to school with a positive attitude and prepared to learn each and every day.

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.

Goals: Overarching goal is to increase student academic achievement through parental involvement; specify your goals

-By keeping parents informed of the standards and educational programs implemented at school (CCSS, NWEA, etc.) parents will be able to support their children's learning at home.

-By encouraging parents to increase their involvement in the school, parents will become more active participants in educational decision making.

-By raising parent awareness on issues in school and the community which affect the health and social emotional learning of students, parents will learn how to create and support safe environments which foster student learning.

September 28, 2018 – 8:30 am Annual Title I Parents Meeting

September 28, 2018 – 9:00 am Organizational Meeting

November 8 2018 – 8:30 am Bi-Monthly PAC Meetings and Workshops (GradeBook, Personalized Learning, and Report Cards)

January 10, 2019 – 8:30 am Bi-Monthly PAC Meetings and Workshops (Literacy and Math Strategies)

March 7, 2019 – 8:30 am Bi-Monthly PAC Meeting and Workshops (Strategies to Support English Learners)

May 2, 2019 – 8:30 am Bi-Monthly PAC Meeting and Workshops (Social Emotional Learning and Parenting Resources)

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

Account(s)	Description	Allocation
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ Amount .00
53405	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 612 .00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 1500 .00
54125	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ 2500 .00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$ Amount .00
<p>54205</p>	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ 1000 .00

<p>54565</p><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
----	--------	-----

---

<p>53510</p><p>**Postage**

Must be used for parent and family engagement programs only.

\$	Amount	.00
----	--------	-----

---

53306      **Software**

Must be educational and for parent use only.

\$	Amount	.00
----	--------	-----

---

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 be used only by parents.

\$	Amount	.00
----	--------	-----