Enrico Tonti Elementary School / Plan summary

2018-2020 plan summary

Team

Name	Role	Email	Access
Gerardo Arriaga	Principal	Garriaga@cps.edu	Has access
John Robertson	Assistant Principal	jsrobertson@cps.edu	Has access
Celia Martinez	Pre K Head Teacher	cmartinez3@cps.edu	Has access
Melissa O'Brien	Kindergarten Teacher	meobrien@cps.edu	Has access
Christina Stascik	First Grade Teacher	camoralez1@cps.edu	Has access
Melissa Villalon	Second Grade Teacher	mvillalon@cps.edu	Has access
Debbie Hornof	Third Grade Teacher	dhornof@cps.edu	Has access
Rhonda McGee	4th Grade Teacher	rlramos@cps.edu	Has access
Mary Maloney	5th Grade Teacher	mkmaloney@cps.edu	Has access
Henry Velarde	Special Education Case Manager	havelarde@cps.edu	Has access
Socorro Mendoza	Bilingual Coordinator	smendoza27@cps.edu	Has access
Lorena Diaz	LSC President (Parent)	diaz_81lorena@hotmail.com	No Access
Sandra Diaz	PAC President (Parent)	diaz@gmail.com	No Access

Team meetings

Date	Participants	Topic
01/16/2018	ILT Members	Analyze Data and begin rating our school on the School of Excellence Framework
01/23/2018	Grade Level Teams	School of Excellence Framework
01/25/2018	Grade Level Teams	School of Excellence Framewor
01/30/2018	ILT Meeting	Selecting Priorities for SY 2018-2019
02/02/2018	Faculty Meeting	Faculty engaged in CIWP development
02/15/2018	Grade Level Meetings	Teams worked on Strategies
02/22/2018	Grade Level Meetings	Teams worked on Strategies
02/20/2018	CIWP Review with ISP Network Chief	Mr. Arriaga Presented Tonti's CIWP Priorities to Network Chief
02/27/2018	ILT Meeting	ILT finalized Priorities and Strategies
03/15/2018	Grade Level Meetings	Teams worked on Action Steps to meet Strategies/Priorities
05/04/2018	CIWP Presented to LSC for approval	CIWP Approved by LSC

School Excellence Framework

Culture of & Structure for Continuous Improvement   4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1   2   **3**   4

Every member of Tonti school is committed to sharing the schools vision and leadership. Stakeholders collaborate to develop every student to his or her full potential and to succeed in college and career.

Tonti School promotes academic excellence, self-confidence, multi-cultural awareness and team building. Through the use of data analysis, collaboration, and a rigorous curriculum enhanced by the arts and sciences, students will leave Tonti prepared to seek and take advantage of the opportunities available to them in their academic and social emotional lives and beyond. Tonti School has many positive programs and can benefit from increased community involvement. We will make an effort to bring more parents to our meetings by providing incentives to increase involvement of parents to our monthly meetings and events (LSC, PAC, BAC, Reading Night, Father Daughter Dance, etc.) We will increase the use of social media to reach out to parents and to send out messages.

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	✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
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 A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

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

Score

1   2   **3**   4

Our ILT collaborates biweekly to analyze data, evaluate and make decisions about the effectiveness of current instructional programs, plan professional development, and create opportunities for all our teams to collaborate and and learn through cycles of professional learning. We will collaborate and initiate discussions between grade levels and the ILT to develop a community of learners and leaders. We will schedule grade level meetings after ILT meetings to ensure our teams receive the information and the updates. We will make our vertical planning meetings more efficient by organizing them in smaller groups and narrower topics.

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

Professional Learning:

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

Score

1 2 **3** 4

> We have common preps that allow us to collaborate daily. Our weekly grade level meetings are dedicated to creating and revising assessments, analyze student work, and plan future instruction. The administrators provide space, time, resources, and support for teacher to develop effective CCSS aligned units. We find opportunities during PD days and institute days to engage our teachers and staff in new learning, analyze data, and share their practices with colleagues. We will improve our professional learning by being more consistent about considering teachers feedback and differentiating the PD. We will also work on supporting new teachers as they implement the practices that are part of our school. We will assign a mentor teacher to new teachers to help with the transition to our school.

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	✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

- ✓ Teaching the Teachers
- ✓ Making Better Use of Research
- ✓ Upcoming Professional Learning Opportunities
- ✓ Framework for Teaching PD Modules

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**

> Our Community Schools Initiative program works well within our school and community. We have implemented enrichment activities that help students explore their talents and develop well rounded students with the ability to make connections with others and develop variety of skills (arts, technology, wellness, etc.) Our CIWP priorities are developed around our academic needs as revealed by our assessments. We have a MTSS team that meets regularly to check the progress of targeted groups and individual students. We will invest on a math interventionist to help with struggling students. We have multiple partnerships with outside organizations that help us bring a variety of resources. Our block schedule was used as a model for other schools when presented at the Chicago Public Education Fund Effective Scheduling training.

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

Expectations for depth & breadth of Student Learning

Curriculum:

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

Score

1   2   **3**   4

> Our teachers develop CCSS aligned units that guide their instruction in Reading, Math, and Science. Our comprehensive units follow the Understanding by Design model and include rigorous assessments that help us monitor the mastery of the standards and prepare our students for the PARCC. We have partnered with outside organizations to design cutting edge practices that give students more choices for learning. Our next step will be to increase the alignment of our CCSS units and the needs of the ELs and Diverse Learners so that they are attaining at or above grade level. We will develop a plan to align our program of resources and interventions for diverse learners to monitor their growth from K-5. We will allocate resources needed to support at risk and EL students.

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

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

> We do have a variety of materials and resources for instruction, including books, leveled readers, technology, which are updated as needed. Our classrooms are equipped with reading, math and science materials as requested by teachers. We consider teachers requests and input to purchase materials and resources. Our technology program needs to be upgraded to meet the demands of our growing school. We will continue allocating and updating resources for our ELs and Diverse Learners, as well as addressing the specific needs of each grade level. We have partnered with outside organizations to design cutting edge practices that give students more choices for learning (The Chicago Public Education Fund, LEAP Innovations, LearnStorm. Code.org, Junior Achievement, World Vision, Personalized Learning in Depth, etc.)

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	✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School	A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	✓ Universal Design for Learning Guidelines 2.0 ✓ UDL PD Modules ✓ CPS Integrated Library System (S.O.A.R.)

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

> Most of our teachers are able to implement rigorous instruction by using our CCSS units. By analyzing weekly assessments results in collaboration with their grade level teams, they are able to adjust and improve their instruction according to the students' needs and interests. Most of our students get opportunities to collaborate around rigorous text and have conversations that help them develop verbal and thinking skills. Our goal is to involve our students in developing their own academic goals and take ownership of their own learning. We are differentiating at the school level to expose our students to rigorous instruction.

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	✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Teaching for Robust Understanding in Mathematics (TRU Math) ✓ Math Practices: What to Look For Observation Tool ✓ Checking In: Do Classroom Assignments Reflect Today's Higher Standards? ✓ Student Work Protocol (EQuIP) ✓ Slice Protocol – Looking at Student Work	

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**

> Although we are a Pre K to 5 school, we bring a variety of experiences for ALL our students to learn about college and career opportunities by bringing programs such as Junior Achievement, Khan Academy, Hour of Code, field trips (Museums, the Google Building, The Challenger, etc.) College Readiness Class, our departmentalized 3rd, 4th and 5th grades, and end of the the year celebrations and award ceremonies. We will bring more alumni and college role models, as well as increase the conversations about college. We are using the grit model to motivate our students to achieve higher goals. We have partnered with We Schools, CSI, Communities in Schools (CIS), and Metropolitan Family Services to bring a variety of programs and experiences to our students.

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 8th Grade Algebra to all eligible 8th 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

Expectations for depth & breadth of Quality Teaching

Instruction:

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

Score

1   2   **3**   4

> We use data to create flexible groups and adjust instruction according to student needs. We structure our lessons around gradual release of responsibility. Teachers implement our powerful practice in various ways to support students' learning needs in various ways. Our learning community can benefit from increased peer observations and mentoring to generate feedback and strengthen instruction. We will find volunteer peer mentors and encourage new teachers to visit and collaborate with their peers. We will provide time and resources to new teachers to learn about Gradebook, SSM, NWEA, etc. for them to learn how to use them as soon as they are hired.

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	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff
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	

CPS SCHOOL EXCELLENCE FRAMEWORK   18

Balanced Assessment & Grading:

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

Score

1   2   **3**   4

We have strong collaboration among teachers to create rigorous assessments. Units are created using UbD. Weekly assessment data and Performance Assessments are aligned to the CCSS, student results are analyzed weekly so teachers can adjust instruction immediately. Student work samples are analyzed and discussed on a weekly basis. We use Mclass, NWEA, LEXIA and other tools to monitor students' progress. Teachers develop Weekly Common Assessments to establish uniformity and continuity across grade levels. Our Tier System of supports needs a universal system to place and track student levels and progress over the school year. We will benefit by adapting a system that can bring consistency to decide minutes and goals for diverse learners.

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

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

> We have a system in place for teacher referrals and tracking of targeted students who require intervention. We monitor attendance, grades and students at risk of academic failure, attendance, emotional needs. We have two interventionists on site. Classroom instruction is designed around a rigorous curriculum to meet Tier 1 and Tier 2 students. Tier 3 students are supported with intense one- on- one instruction with the interventionists. Our goal is to improve consistency in servicing students by using base line assessments to track the students progress from year to year. We need a math interventionists to provide Tier 3 interventions to struggling students.

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 ✓ Evidence of On Track monitoring and supports
Measures	✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating Knowledge of Students 1d. Designing Coherent Instruction 2d. Managing Student Behavior 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

Expectations for Quality & Character of School Life

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,

Score

1   2   **3**   4

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.

Students are held to high expectations and student achievement and effort is recognized and celebrated at awards ceremonies. Students have opportunity to self assess and critique other's work and performance. Teachers are recognized for their high performance at an end of the year celebration. Tonti success stories are featured on our school website. We practice our school norms: be present; listen to learn; share to convey meaning, and push back. Students regularly access student portal to monitor their progress. We have implemented monthly "Grit Awards" to recognize students that make an effort to succeed academically. We are using a new program of incentives for students to improve their attendance. More PD is needed for teachers to learn strategies to motivate students. We will develop school wide norms and expectations for all the students to understand and pledge to do their best academically.

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	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction / Collaborative Teachers / Supportive Environment
MTSS Framework	Curriculum & Instruction
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	
✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (cps.edu/sel) ✓ ASCA Mindsets & Behaviors	

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

Cohesive teams and trust building takes time. Our grade level teams need to be more consistent in terms of expectations. We need to encourage more crucial conversations within teams to allow individuals to voice their opinions, ideas, and suggestions, and to find common ground to truly create a shared responsibility around the work. We encourage more faculty and staff members to participate in implementing the PBIS expectations of respect, responsibility, and safety among our students. We will encourage students and faculty to take risks, be innovative, express their opinions and ideas in positive and constructive ways, and celebrate each other's successes.

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	Shared Leadership, Family & Community Engagement
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
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
- ✓ Social Emotional Learning Supports (cps.edu/sel)
- ✓ Trust in Schools: A Core Resource for School Reform (ASCD)
- ✓ Creating a School Community (ASCD)

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

We base our decisions on survey results and teacher/students/parents recommendations. Our students have a Student Council that represents them and communicates directly with the Principal and Assistant Principal twice a month. We will add a representative from Special Education from each grade level to increase diversity. We will continue to listen to our students needs and interests and support their initiatives. We will invite older students and former Tonti students to mentor and act as role models to our younger students (Buddy Reader, service hours, etc.) We participate in the We Day event yearly to provide our students with opportunities to learn about service learning.

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	• MVMS Student Survey completion rates and results • Artifacts from student-run organizations and events (including SVCs) • Meeting minutes/agendas that include student participation • Policies regarding student engagement in decision making • Service learning reports and/or reflections of SL projects • Unit and curriculum maps, rubrics, assessment artifacts • Evidence of student work • Democracy School recognition
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 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/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

> Our school has not experienced any incident that impacted anyone's safety in the last seven years. We were able to add stop signs and crossing guards to help our students walk safely to and from school. We have security officers watching each of our buildings and off-duty police officers that support our security. We have monthly drills with the CPD to practice multiple evacuation scenarios. We still need to monitor our dock door during deliveries. We will monitor the doors more consistently.

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	✓ MVMS score – "Safety" ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Social Emotional Learning Supports (cps.edu/sel)	

Restorative Approaches to Discipline:

Score

1   2   3   **4**

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.

> The number of students who receive in-school or out of school suspensions is very low. We have a system of incentives (PBIS) that helps our teachers teach our students to be responsible and caring individuals. Teachers and staff communicate with parents whenever might be needed to address any misconducts that disrupt instruction. We need to be more consistent at implementing PBIS in each classroom.

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

Parent and Family Partnership:

Score

1   2   3   **4**

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

> Parents are invited to our regularly scheduled community meetings (LSC, BAC, PAC, and PTA) They have access to Gradebook, our website, monthly calendar and newsletter, and our Child Parent Center. Our Parent Mentors are very active group in our school to support classroom instruction and school events. We will encourage teachers to continue sharing best practices around learning and development with parents to support academic growth.

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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus					
2	Expectations for Quality & Character of School Life: Relational Trust	**1**	2	3	4	5	⊘
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1	2	3	4	5	**⊘**
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1	2	3	4	**5**	⊘
3	Culture of & Structure for Continuous Improvement: Professional Learning	1	2	3	4	5	**⊘**
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1	2	3	4	5	**⊘**
3	Expectations for depth & breadth of Quality Teaching: Instruction	1	2	3	**4**	5	⊘
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	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: Rigorous Student Tasks	1	2	3	4	5	**⊘**
3	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	**⊘**
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	**⊘**
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	**⊘**
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1	2	3	4	5	**⊘**
4	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	**⊘**

4	Expectations for Quality & Character of School Life: Parent and Family Partnership	1 2 **3** 4 5 ⊘
4	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 **⊘**

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					
We will continue working towards improving academic performance in reading by improving our teaching and learning in this subject.	83.00	56.00	70.00	70.00	75.00
National School Growth Percentile - Math					
We will continue working towards improving academic performance in math by improving our instruction in this subject. Tonti School has implemented a new math curriculum (GoMath) with ongoing professional development support.	68.00	63.00	63.00	90.00	70.00
% of Students Meeting/Exceeding National Ave Growth Norms					
As we implement more personalized learning, we expect to see more students meeting and exceeding the standards.	61.20	57.70	65.00	65.00	70.00
African-American Growth Percentile - Reading					
Insufficient sample size.	*(Blank)*	*(Blank)*	70.00	70.00	75.00
Hispanic Growth Percentile - Reading					
Our Hispanic population will continue to show progress in Reading now that we have expanded to a full day Pre K program.	83.00	58.00	70.00	70.00	75.00
English Learner Growth Percentile - Reading					
Our EL population will continue to show progress in Reading as we continue to provide rigorous instruction aligned to the CCSS.	95.00	91.00	90.00	90.00	95.00
Diverse Learner Growth Percentile - Reading					
We will continue to improve support services for our diverse learners that they need to meet and exceed the standards. They will continue to receive the same academic experiences through a least restrictive environment.	*(Blank)*	*(Blank)*	20.00	20.00	20.00
African-American Growth Percentile - Math					
Insufficient sample size.	*(Blank)*	*(Blank)*	90.00	90.00	90.00
Hispanic Growth Percentile - Math					
Tonti School has implemented a new math curriculum (GoMath). As we implement more personalized learning, we expect to see more students meeting and exceeding the standards.	68.00	65.00	70.00	70.00	75.00
English Learner Growth Percentile - Math					
Our ELs are exceeding in this category.	96.00	95.00	92.00	95.00	95.00

Diverse Learner Growth Percentile - Math

| Diverse Learners will grow to 20 percentile this year. | (Blank) | (Blank) | 20.00 | 20.00 | 20.00 |

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

| As we implement a new reading program and a more personalized learning system through computer based software and continuous professional development, we expect to see more students meeting and exceeding the Reading standards. | 45.00 | 51.00 | 55.00 | 55.00 | 60.00 |

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

| As we implement more personalized learning, we expect to see more students meeting and exceeding the Math standards. | 51.00 | 56.00 | 60.00 | 70.00 | 75.00 |

National School Attainment Percentile - Reading (Grade 2)

| As we implement more personalized learning, we expect to see more students meeting and exceeding the Reading Standards in 2nd Grade. | 52.00 | 33.00 | 50.00 | 70.00 | 70.00 |

National School Attainment Percentile - Math (Grade 2)

| As we implement more personalized learning, we expect to see more students meeting and exceeding the math standards in 2nd grade. | 38.00 | 35.00 | 50.00 | 60.00 | 60.00 |

% of Students Making Sufficient Annual Progress on ACCESS

| Our ELs are exceeding in this category. | 39.50 | (Blank) | 64.00 | 64.00 | 64.00 |

Average Daily Attendance Rate

| We will continue setting higher attendance goals for our students. | 96.30 | 95.70 | 96.80 | 96.80 | 96.80 |

My Voice, My School 5 Essentials Survey

| School will be at the Organized level this year. | (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...	...then we see...	...which leads to...
clearly define our instructional approaches and practices (Guided Reading, Close Reading, Writing, Math Talks, Inquiry Science, Personalized Learning, etc.) across grade levels...	improvement of teaching and learning in every classroom...	better student performance

Tags:
Core Instruction, Differentatied instruction, Balanced literacy, Classroom rigor, Best practice, Vocabluary, Approaches to teaching and learning, New teachers, Guided reading, Cycles of continuous improvement, Common planning time, Alignment, High quality instruction/professional development, Common language, Mentoring, Learning walks, Coaching support, Classroom observations, Effective instruction, Vertical planning, Balance math, Grade level team meetings, Common asssessments, Transitions, Teacher-led professional development, Reflective practice, Academic performance, Teacher practice, Writing

Area(s) of focus:
4

workshop, Reading workshop, Observation and feedback

Action step	Responsible	Timeframe	Status
Purchase a new reading program for the whole school.	Principal	Sep 3, 2018 to Jun 30, 2019	Not started

English language learners, Reading interventions, Reading in the content areas

Purchase a program of interventions and assessments for Tiers II and III.	Literacy Lead teacher, BLT.	Jul 31, 2018 to Sep 7, 2018	Not started

MTSS

Reading A-Z (K-2)	Literacy Lead teacher, BLT.	select	On-Track

Literacy/Reading

LEXIA	Literacy Lead teacher, BLT.	select	On-Track

Literacy/Reading, Intervention

Handwriting materials for all classrooms.	Literacy Lead teacher, BLT.	select	Not started

Writing curriculum, Handwriting

Scholastic Magazines	Teachers	select	Not started

Reading

Strategy 2

If we do...	...then we see...	...which leads to...
provide flexibility in the length of the units and implementation of assessments	more instructional time used to provide students with practice of concepts	mastery of skills.

Tags:
Assessment, Personalized Learning, Progress monitoring, Reflection, Depth of knowledge, Assessment design, Data driven instruction, Learning objectives, Problem solving process, Data anaysis, Backwards design, Instruction priorities, Attainment, Foundational skills, Mastery, Student work protocol, Expectations and goals, Perserverance, Formative assessments, Ccss literacy, Ccss math, Collaborative planning, Flexibility, Learning continuum, Common asssessments, Checking for underderstanding, Phonemic awareness, Academic performance, Expectations for depth and breadth of quality teaching, Evidence

Area(s) of focus:
4

Action step	Responsible	Timeframe	Status
Professional Development for new curriculum.	Principal	Sep 3, 2018 to Jun 30, 2019	Not started

Curriculum, Reading

Curriculum and Instruction	Teams	Sep 3, 2018 to Jun 30, 2019	Not started

Literacy/Reading

Strategy 3

If we do...	...then we see...	...which leads to...
increase teachers' knowledge of strategies to meet the needs of our diverse learners...	our students with IEPs receiving better instructional supports	better academic performance of our diverse students.

Tags:
After-school, Diverse learner teachers, Co teaching, Accommodation, Allocations of funds for purchasing materials for instruction and professional development, Expectations for depth & breadth of quality teaching: multi-tiered system of support, Annual review, Instructional strategies, Academic support, Transitions, Academic achievement, Attendance interventions, Cross curricular planning, Diverse learning strategies, Targeted inteventions, Academic interventions

Area(s) of focus:
4

Action step	Responsible	Timeframe	Status
Support teachers in the development of IEPs and help them become more familiar with the ODLS documentation and process.	Case manager	Aug 19, 2018 to Jun 30, 2019	On-Track

Diverse Learners, Academic expectations, Academic goals

Provide special education classrooms with the appropriate resources to support students.	Principal.	Sep 3, 2018 to Jun 30, 2020	On-Track

Encourage teachers to have open communications with parents to create a better rapport between the school and the families.	Teachers	Sep 3, 2018 to Jun 30, 2019	On-Track

Parent engagement

Fund transportation for students to participate in Band, Choir, and other extracurricular activities.	Teachers	Sep 3, 2018 to Jun 30, 2019	Not started

Parent engagement, Music education, Extracurricular

CSI	CSI Coordinator	Sep 3, 2018 to Jun 30, 2019	On-Track

Parent, Extracurricular

Title 1 and Title II Parental involvement funding- Increase parental involvement by promoting and advertising our PAC, BAC, and LSC meetings more.	Principal, Parents, Community Coordinators.	Sep 3, 2018 to Jun 30, 2019	On-Track

Community schools, Parent engagement, Cis

Encourage teachers to have open communications with parents to create a better rapport between the school and the families.	Teachers	Sep 3, 2018 to Jun 30, 2019	On-Track

Workshop, Interventions and supports, Diverse learner

Strategy 4

If we do...	...then we see...	...which leads to...
Adopt a CCSS aligned, CPS approved, reading program to solidify our Tier I instruction, and use our GoMath program more consistently across grade levels...	student learning improved in all Tiers...	closing the gaps and reducing the number of students that are referred to Tiers II and III.

Tags:
MTSS, Aligned resources, Tier 2 & 3, Balanced literacy, Tier 1, Early literacy, Books, Attainment, English language arts, Foundational skills, Workshop model, Individualized instruction, Effective instruction, Bilingual education, Commmon core, Liiteracy support, Instructional interventions, Balanced math, Core

Area(s) of focus:
2

subjects, Curriculum professional development, Ccss aligned math materials, Early math

Action step	Responsible	Timeframe	Status
Purchase a new Reading program for the whole school.	Principal.	Sep 3, 2018 to Jun 30, 2019	Not started

Reading

Action step	Responsible	Timeframe	Status
Purchase GoMath materials for the whole school to supplement our CCSS units and lesson plans.	principal.	Sep 3, 2018 to Jun 30, 2019	Not started

Math curriculum

Strategy 5

If we do...	...then we see...	...which leads to...
Use PBIS more consistently to emphasize and celebrate students when they demonstrate character traits, such as respect, responsibility, grit, etc.	the whole staff engaged in the implementation of the PBIS program	better supports for our students in their academic and social emotional learning.

Tags:
Pbis, Resources, Motivation, Expectations for depth & breadth of student learning: transitions, college & career access & persistence, Expectations for depth & breadth of quality teaching: multi-tiered system of support, Individualized educational plans, Parent support group, Positive behavior supports, Multi tiered sytems of support, Instructional interventions, Interventions and supports, Student relationship building

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status
Adopt a Character Education Program	Principal	Sep 3, 2018 to Jun 30, 2019	Not started

MTSS

Action step	Responsible	Timeframe	Status
Provide more counseling opportunities for our students through CIS.	Counselor	Sep 3, 2018 to May 30, 2019	Not started

MTSS

Action step	Responsible	Timeframe	Status
Math Interventionist	MTSS Coordinator	Sep 3, 2018 to Jun 30, 2019	On-Track

MTSS, Math, Assessment, Intervention

Action step	Responsible	Timeframe	Status
Encourage teachers to create opportunities and experiences for students to connect with the adults and with other students	Teachers	Sep 3, 2018 to Jun 30, 2019	On-Track

Home connection

Action step	Responsible	Timeframe	Status
Encourage teachers to have open communications with parents to create a better rapport between the school and the families.	(Blank)	select	Not started

Parent engagement

Action Plan

Strategy 1

NOT STARTED   Purchase a new reading program for the whole school."

Sep 03, 2018 to Jun 30, 2019 - Principal

Status history

May 3

NOT STARTED   May 03, 2018
Evidence
The school will adopt a new Reading program to supplement our CCSS units and lesson plans.

NOT STARTED   Purchase a program of interventions and assessments for Tiers II and III."

Jul 31, 2018 to Sep 07, 2018 - Literacy Lead teacher, BLT.

Status history

May 3

NOT STARTED   May 03, 2018
Evidence
Assessments and interventions kits in every grade level.

ON-TRACK   Reading A-Z (K-2)"

- Literacy Lead teacher, BLT.

Status history

May 3

ON-TRACK   May 03, 2018
Evidence
Access to reading and math online programs.

ON-TRACK   LEXIA"

- Literacy Lead teacher, BLT.

Status history

May 3

ON-TRACK   May 03, 2018
Evidence
Access to reading and math online programs.

NOT STARTED   Handwriting materials for all classrooms."

- Literacy Lead teacher, BLT.

Status history

May 3

NOT STARTED   May 03, 2018
Evidence
Students will improve their print and cursive.

NOT STARTED   Scholastic Magazines"

- Teachers

Status history

May 3

NOT STARTED | May 03, 2018
Evidence
Program will be implemented in K-2 classrooms.

Strategy 2

NOT STARTED | Professional Development for new curriculum."

Sep 03, 2018 to Jun 30, 2019 - Principal

Status history

May 3

NOT STARTED | May 03, 2018
Evidence
Grade Level Meetings, Institute Days, PD days.

NOT STARTED | Curriculum and Instruction"

Sep 03, 2018 to Jun 30, 2019 - Teams

Status history

May 3

NOT STARTED | May 03, 2018
Evidence
Planning meetings

Strategy 3

ON-TRACK | Encourage teachers to have open communications with parents to create a better rapport between the school and the families."

Sep 03, 2018 to Jun 30, 2019 - Teachers

Status history

May 3

ON-TRACK | May 03, 2018
Evidence
Parents will support students learning more. Teachers will have a greater understanding of their students' background.

NOT STARTED | Fund transportation for students to participate in Band, Choir, and other extracurricular activities."

Sep 03, 2018 to Jun 30, 2019 - Teachers

Status history

May 3

NOT STARTED | May 03, 2018
Evidence
Higher students and parent participation in school activities.

ON-TRACK | CSI"

Sep 03, 2018 to Jun 30, 2019 - CSI Coordinator

Status history

May 3

ON-TRACK | May 03, 2018
Evidence
Higher students and parent participation in school activities.

ON-TRACK
Title 1 and Title II Parental involvement funding- Increase parental involvement by promoting and advertising our PAC, BAC, and LSC meetings more."

Sep 03, 2018 to Jun 30, 2019 - Principal, Parents, Community Coordinators.

Status history

May 3

ON-TRACK | May 03, 2018
Evidence
Higher participation of parents

ON-TRACK
Encourage teachers to have open communications with parents to create a better rapport between the school and the families."

Sep 03, 2018 to Jun 30, 2019 - Teachers

Status history

May 3

ON-TRACK | May 03, 2018
Evidence
Higher participation of parents

ON-TRACK
Support teachers in the development of IEPs and help them become more familiar with the ODLS documentation and process."

Aug 19, 2018 to Jun 30, 2019 - Case manager

Status history

May 3

ON-TRACK | May 03, 2018
Evidence
IEPs will be developed more efficiently by classroom teachers and special education teachers.

ON-TRACK
Provide special education classrooms with the appropriate resources to support students."

Sep 03, 2018 to Jun 30, 2020 - Principal.

Status history

May 3

ON-TRACK | May 03, 2018
Evidence
Special Education classrooms will be equipped with resources and materials of the same quality and rigor as the regular classrooms.

Strategy 4

NOT STARTED   Purchase a new Reading program for the whole school."

Sep 03, 2018 to Jun 30, 2019 - Principal.

Status history

May 3

NOT STARTED   May 03, 2018
Evidence
New reading materials in every classroom.

NOT STARTED   Purchase GoMath materials for the whole school to supplement our CCSS units and lesson plans."

Sep 03, 2018 to Jun 30, 2019 - principal.

Status history

May 3

NOT STARTED   May 03, 2018
Evidence
Math instruction will improve.

Strategy 5

NOT STARTED   Adopt a Character Education Program"

Sep 03, 2018 to Jun 30, 2019 - Principal

Status history

May 3

NOT STARTED   May 03, 2018
Evidence
Workshops and Presentations for students and parents.

NOT STARTED   Provide more counseling opportunities for our students through CIS."

Sep 03, 2018 to May 30, 2019 - Counselor

Status history

May 3
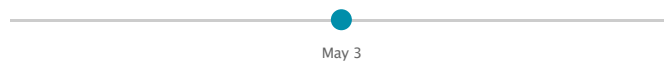
NOT STARTED   May 03, 2018
Evidence
Onsite counseling sessions for students and their families

ON-TRACK   Math Interventionist"

Sep 03, 2018 to Jun 30, 2019 - MTSS Coordinator

Status history

May 3

ON-TRACK   May 03, 2018
Evidence
Provide interventions for math.

ON-TRACK   Encourage teachers to create opportunities and experiences for students to connect with the adults and with other students"

Sep 03, 2018 to Jun 30, 2019 - Teachers

Status history

May 3

ON-TRACK   May 03, 2018
Evidence
Character Education sessions for students.

NOT STARTED   Encourage teachers to have open communications with parents to create a better rapport between the school and the families."

-

Status history

May 3

NOT STARTED   May 03, 2018
Evidence
Workshops and Presentations for students and parents.

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 approced plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of thes tudents 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 suppland 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.

> Tonti School's Mission and Vision include parents as key stakeholders and members of the school community. Tonti School has established local Parent Advisory Council (PAC). The PAC will continue to provide full opportunities for the participation of all parents including parents of children with limited English proficiency, disabilities, and parents of migratory children. Their responsibilities will include, but are not limited to, review and revise the NCLB and Parental Involvement Policy into its educational plan. They will also be involved in decisions about how funds reserved for parental involvement are spent.

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

> Tonti School will hold an annual meeting to inform parents about the school's participation in NCLB. In addition, we will have monthly meetings with PAC, LSC, PTA, and BAC. We will send the information through flyers, parent newsletters, and post it on the school monthly calendar and website.
> Upon the elections of the PAC officers, a list of workshops and conferences
> will be provided for them to plan the monthly meetings for the year. During the monthly meetings that the PAC officers have to attend, they will be provided with additional information on workshops/conferences in which they want to attend or have; we will take into consideration their request. Money received for parental involvement will be allocated according to their requests.
> Projected date for both initial meetings with PAC is 09/29/2018.

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

> Teachers and staff will be available throughout the year to consult with parents during the following: Back to School, Open House days; Two Report-Card Pick-up Conference Days; Every school day before and after school by appointment; Every school day by appointment to resolve special issues with the Case Manager, Counselor, Teachers, and Administrative Team; Kindergarten assessment conferencing on a one-to-one basis. LSC Meetings, PAC Meetings and BAC Meetings.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

> During open house meetings at the beginning of the year, and our State of the School community meeting we will share test results and data from the State Standardized tests, such as NWEA, PARCC, and Off-Track data with our parents. We will offer our parents with opportunities to meet with their children during the school year at parent-teacher conferences, report card pick days, and through progress reports sent home."

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.

> Letters produced by the state of Illinois in regards to teachers' qualifications will be sent to the parents of the children that it applies to in a timely manner. Further information about the teacher's qualifications will be provided to the parents upon request.

Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

> We will offer parents with opportunities to learn more about the curriculum and standards established for all the students in the State of Illinois. During our open house, PAC, BAC, and LSC meetings with parents, we will explain the assessments used by the state, the district and our school at each grade level to monitor the students' academic achievement. We will also share the results and the data that we receive from the state assessments that show the school's progress in general.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

> Teachers will provide workshops and presentations throughout the year to keep parents informed and to share strategies that can be used at home with their children. We will maintain our GED, ESL, and computer classes for our parents to become more prepared to help their children and to be able to use technology during homework with their children. Parents receive access to computer programs available to students in the school for them to use at home (LEXIA, RAZ Kids, Khan Academy, etc.

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.

> The school will hold staff developments on effective parent partnership activities that will educate all staff in the value of contributions by parents. We will also provide opportunities during the year as during our "Mother's Day", Pre K, Kindergarten, and 5th Grade EOY Events, Reading Week, and Math-Science Week. Student of the Month Celebrations where teachers and parents will have an opportunity to interact and work together in the benefit of our students."

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

> The school will work with the community partnerships to support parents in educating their children. For example, kindergarten teachers and first grade teachers will integrate Lexia, Fontas and Pinell Leveled readers, ThinkCERCA, Reading A-Z, and GoMath, and technology to further encourage and support parents in their child's education.

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.

> The school sends monthly newsletters and calendars (In English and Spanish) informing parents and the community in general about all the events that take place in the school. We update our school website periodically to keep parents up to date on the school activities, and we usesocial media (twitter, facebook, etc. to inform parents about meetings and other events. We also make robocalls for every LSC, PAC, and BAC meeting that we have.

Policy Implementation Activities

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

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

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

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

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

> N/A

School-Parent Compact   Complete

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

> Tonti School will establish a partnership between parents, students, teachers, and community members. Together we will provide a safe and nurturing environment that fosters the development of life-long learners who are self motivated, inquisitive, creative, ethical, and responsible citizens.

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.

> Our Report Card Pick-Up/Parent-Teacher Conferences will be held on November 14, 2018 and Wednesday, April 10, 2019. In addition, teachers will schedule parent teacher conferences with individual parents as needed or when requested by the parents.

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

> Tonti School will distribute Progress Reports during the 6th week of each marking period on October 5, 2017; December 14, 2018; March 8, 2019, and May 17th, 2019.

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

> Staff is available for parents before and after school. Teachers also see parents during their preparation periods.

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.

Throughout the school year, parents will be supported, encouraged, and mentored to assist the school faculty and staff with a variety of tasks. We will continue our Parent Mentor program to keep parents engaged in the school. Parents will partner with teachers in the classroom, they will help our office clerks, they will assist with student supervision throughout the building and in the school yard. Finally, they will participate on field trips to monitor the children.

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

Parents will be taught a variety of ways that they can assist their children in learning at home. For example, the school will encourage both families and children to check out books from our library and a from the public library. Also, we will provide workshops for parents to learn strategies to help their children at home. In addition, parents will support their children's learning by ensuring that children are in school every day and will monitor homework and project completion at home.

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

Our parent-teacher conferences will be one venue for parents to express their ideas and opinions. Our LSC, PAC, and BAC meetings, which are open to the public, will also provide a space for them to participate. Our clerks, ESP, teachers, and Administrators will always welcome and treat our parents with professionalism.

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).

Through continuous communication of our expectations to the students, we will share the responsibility for improved academic achievement through the improvement of social skills and behavior and by displaying the targeted school expectations: responsibility, safety and respect.

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.

At the first meeting in September, parents were surveyed on the activities that they were interested to have this school year. Funds were distributed accordingly based on the parents interests. An index card was provided to them to write down their ideas in collaboration with other parents. The newly selected PAC officials collected the index cards and have used them to reach out to different organizations that provide workshops and activities for the our parents (Metropolitan Family Service, SOWP, Mujeres Latinas, etc) . Some of the workshops that they selected for this year are:
Developing a College Going Child
Improving the self esteem in their children
Special Education Issues
Counseling for parents
Supporting their children's academic life

The PAC has worked worked closely with the Principal to set the dates and to communicate the activities to the whole school community.

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

Account(s)	Description	Allocation
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$ [Amount] .00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$ 1000 .00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 1000 .00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order	$ 2000 .00

after service is rendered (NO CHECKS ARE ALLOWED)

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

$ 488 .00

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

$ 1000 .00

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

$ Amount .00

<p>53510</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 by used only by parents.