



Grover Cleveland Elementary School / Plan summary

## 2018-2020 plan summary

### Team

| Name             | Role                   | Email                      | Access     |
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Team meetings

| Date       | Participants            | Topic                |
|------------|-------------------------|----------------------|
| 01/11/2018 | ALL                     | framework priorities |
| 01/25/2018 | ILT                     | framework priorities |
| 02/08/2018 | ALL                     | framework priorities |
| 02/22/2018 | ALL, Students           | framework priorities |
| 03/14/2018 | Tivers, Staszczak, Ward | goal setting         |
| 03/15/2018 | Tivers, Staszczak, Ward | strategies           |
| 03/22/2018 | All                     | strategies           |

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

Currently, the mission and vision have been rewritten to include bi-literacy which definitely reflects the demographics of the school community. However, as the neighborhood is changing we will have to keep a close eye on how the community is changing and adjust for the new needs of the community we serve.

The teachers and staff understand the importance of the schools vision and initiatives however, the parents don't share our understanding. The parents have articulated that the priority for their children is fun and that they are happy. They are not concerned if their children are academically challenged. We need to find ways to educate the parents on the importance of the schools mission and vision.

The Cleveland School staff understands shared leadership and is usually quite willing to help make significant decisions however, there is not a culture of collective responsibility for the success of all students in the whole school and not just the teachers own students. There is an air of competitiveness in the building. In addition, a few staff members are willing take the "extra" step in order to move the building forward but the majority of staff does not take on extra responsibilities or volunteer to lead/organize .

## Guide for Leadership & Collective Responsibility

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

## Evidence, Measures, and Standards

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

### Instructional Leadership Team:

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

Score

1 2 **3** 4

The ILT meets monthly with a representative from each grade band, department, content area, program, and the full administration. The team has a clear focus on improving the instruction of the students of our school. The ILT works together to ask "Is it working?" and is results driven. Data is shared and analyzed, with discussion, problem solving, and steps for implementation for improvement. This data is current and broken down into smaller student groups to help to analyze and to plan and implement targeted interventions and improvements. These improvements are then analyzed for efficacy and then celebrated or changed to bring the desired results. The members of the ILT are able to discuss, brainstorm, analyze, problem solve, and plan steps for implementation on a variety of issues that face our school community. It is a positive, results driven collaboration in which every team member has a voice and where every idea has value. The ILT members are then able to bring this information, these ideas and implementation strategies to their grade level or department.

## Guide for Instructional Leadership Team

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

## Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS                   |  |
|---|--|
| Suggested Evidence                                  | <ul style="list-style-type: none"> <li>✓ ILT Effectiveness Rubric Score</li> <li>✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes)</li> <li>✓ Evidence that work of ILT has contributed to positive outcomes for students and staff</li> <li>✓ Teacher team agendas/minutes reflective of ILT focus</li> </ul> |
| Measures  | ✓ Five Essentials: Instructional Leadership  |
| Five Essentials                                     | Effective Leaders<br>Collaborative Teachers  |
| MTSS Framework                                      | <a href="#">Shared Leadership, Evaluation of MTSS</a>  |
| CPS Framework for Teaching                          | <a href="#">4a. Reflecting on Teaching &amp; Learning</a><br><a href="#">4d. Growing and Developing Professionally</a><br><a href="#">4e. Demonstrating Professionalism</a>  |
| CPS Performance Standards for School Leaders        | A1. Assesses the Current State of School Performance and Develops a CWP<br>A2. Implements Data Driven Decision Making and Data Driven Instruction  |
| NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING |  |
|   | <ul style="list-style-type: none"> <li>✓ <a href="#">Instructional Leadership Team Planning Tools</a></li> <li>✓ <a href="#">PLC and Mentoring Coaching Resources</a></li> </ul>   |

### Professional Learning:

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

1. Select and Design professional learning to achieve school-wide improvement, including closing priority group achievement gaps.

Last year the schoolwide objectives included vamping up the math units and adding WIDA Can-Do descriptors to reading and math units. Teachers were given uninterrupted time to work within their grade level teams to add the descriptors to their units.

This year it is unclear if there is a focus, other than continuing to build on math and reading units to help close achievement gaps. Is it science?

Many staff are involved in Network 1 Summits around their content areas. Those staff members have opportunity to discuss classroom practice at those summits and to plan, however nothing has been formally brought back and implemented schoolwide. I think this is partially due to how we are split up for the summits. The divisions lend themselves to discussions in grade bands and within subject areas. Several primary grades are not involved.

2. Implement and sustain on-going, job embedded professional learning (eg: coaching, peer learning opportunities, action research)

Due to lack of funding, coaching positions are gone. We can still use colleagues and our former coach, however, it is just informal discussions. Last school year we completed peer learning cycles around one teaching strategy that we used in math. We could try to implement this again this year but finding coverage could be difficult.

Many teachers who are struggling or have questions will take it upon themselves to do research or reach out to knowledgeable peers who potentially could have ideas to help.

3. Structure time for teachers to collaborate and learn together.

In the past few years, teams of teachers are given 5 days a week common planning time and the expectation to meet weekly and discuss student progress, concerns, and curriculum. Last year we did a few rounds of peer observation around math. Teachers were given opportunities to meet with peers and ask questions regarding what they observed. This year we have not done any peer observations. We could bring this back, however finding coverage could present a problem.

4. Make "safe practice" an integral part of professional learning

Most teachers feel safe trying new strategies practicing new skills, and sharing those experiences with their peers that they are comfortable working with that have the same experiences. Teachers may not be as open to sharing with peers they don't work with as often. At this point many of these conversations are informal. Might be nice to have time to collaborate, problem solve and discuss challenges if we are implementing new things.

5. Monitor implementation to ensure staff uses new knowledge to improve practice and it is having desired effect on practice and student outcomes.

At this point, we only have REACH observations. Ms. Ward and Rob informally walk through the building.

6. Provide induction and support for new teachers.

While we don't necessarily have any new teachers at this time, teachers who have been placed back in the classroom or have changed grade levels due to budget changes generally rely on teammates for induction and support. Teachers in this building know who to go to for the type of support that they need.

## Guide for Professional Learning

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

- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
  - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
  - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
  - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

## Evidence, Measures, and Standards

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

### Aligned Resources:

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

### Score

1 2 3 4

Summary: This component addresses the concern of making the most of school-wide resources which includes time, budget, staffing, and community resources. As far as instructional time, the school day is designed to maximize academic-engaged learning. For this reason, this is a strength. Within the budget, there are strengths and weaknesses. On a positive note, we do purchase programs and products that are research-based. Furthermore, we have done an excellent job of obtaining technology resources. However, I think we need to continue to seek grants in order to obtain more technology resources to spread evenly throughout the building. Additionally, an area that could use further discussion and focus is educator recruitment and retention. It is suggested that there be a "hiring team." This team would devise a clear hiring protocol as well observe a classroom lesson demonstration. As a school, our objective is retaining the best educators. For this reason, we need to provide opportunities for growth, track our retention rates, and solicit exit surveys for teachers that leave our school/district. Finally, we need to continue to put forth effort to forge strong community partnerships. These established allies should share the school's values and vision.

## Guide for Aligned Resources

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

- Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
- Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
- Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
  - Monitor the impact of partner organizations' activity.

## Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS                   |   |
|---|---|
| Suggested Evidence                                  | ✓ Schedules   |
|   | ✓ Teacher retention rates   |
|   | ✓ Staff exit interviews/surveys (data on reasons for leaving school or district)  |
|   | ✓ Candidate interview protocol documents  |
|   | ✓ List of community-based organizations that partner with the school and description of services                          |
|   | ✓ Evidence of effectiveness of the services that community-based organizations provide                                    |
|   | ✓ Budget analysis and CIWP  |
| Measures  | ✓ Five Essentials   |
| Five Essentials                                     | Effective Leaders, Collaborative Teachers   |
| MTSS Framework                                      | <a href="#">Shared Leadership, Curriculum &amp; Instruction, Family &amp; Community Engagement</a>                        |
| CPS Framework for Teaching                          | <a href="#">4a. Reflecting on Teaching &amp; Learning</a><br><a href="#">4e. Demonstrating Professionalism</a>            |
| CPS Performance Standards for School Leaders        | A3. Allocates Resources to Support Student Learning, Prioritizing Time<br>B4. Hires and Retains Highly Effective Teachers |
| NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING |   |
| ✓   | <a href="#">Aligning Resources with Priorities: Focusing on What Matters Most</a>   |
| ✓   | <a href="#">Instructional Supports</a>  |
| ✓   | <a href="#">Strategic Source Vendor List</a>  |
| ✓   | <a href="#">CPS Instructional Time Guidelines: Elementary School Overview</a>   |
| ✓   | <a href="#">CPS Instructional Time Guidelines: High School Overview</a>   |
| ✓   | <a href="#">CPS Instructional Block Guidance: K-2 Literacy</a>  |
| ✓   | <a href="#">CPS Instructional Block Toolkits: Math</a>  |

Expectations for depth & breadth of Student Learning

4 of 4 complete

### Curriculum:

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

Score

1 2 **3** 4

Cleveland School has a rigorous, balanced literacy curriculum. The students are provided with a differentiated literacy curriculum,, as well as opportunities to work with complex texts. However, Cleveland needs to work on tailoring the math curriculum for students who are below grade level.

Our literacy curriculum integrates academic and social emotional learning. The classroom teachers empower students to make emotional connections using mentor texts, articles and differentiated materials. Furthermore, the SEL enrichment teacher integrates the common core standards to the social emotional standards using multimedia, nonfiction articles, read alouds and student journals.

Teachers have created UBD units that enhance students' "in depth" learning of "big ideas." The essential understandings from the unit drive teacher instruction. These units are a work in progress. The majority of the units do not ensure meaningful access to the content for our EL population. The planning and implementing of the CAN-DO Descriptors will help tailor the needs of our EL students.

Cleveland School provides students with opportunities to connect to city institutions and community based organizations such as Writers Theatre and the Peggy Notebaert Nature Museum. These field -based learning opportunities help make the standards come alive for all students. However, our students need more exposure to meaningful project-based learning relevant to their lives.

### Guide for Curriculum

- - **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
  - Focus so units can be adequately addressed in the time available.
  - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and**

**the skills expected.**

- Identify the essential understandings – what students should learn in greater depth. In other words, know ‘covering everything but learning nothing’ does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
  - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential ‘learning tools’ across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
  - Diverse learners to demonstrate core knowledge and skills.
  - English Learners to develop academic language to demonstrate mastery.
    - Use English and native language development standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- **Integrate academic and social emotional learning.**
- **Connection to real world, authentic application of learning. For example,**
  - Provide opportunities for meaningful project-based learning.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
- Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students’ communities, culture, history, and language.
  - Curriculum is tailored to the strengths, needs, and interests of each student.

**Evidence, Measures, and Standards**

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

**Instructional Materials:**

Materials to present learning content and what the learner uses to demonstrate are characterized by variability and flexibility. Materials are identified and adapted to increase access to learning for all students. Materials include multimedia and embedded, just-in-time supports; varied tools and supports; alternative pathways, and varied levels of support and challenge. (adapted from UDL Guidelines 2.0)

Score

1 2 **3** 4

Over 80% of the teachers integrate technology in the classroom. The teachers use a variety of multimedia to enhance instruction and learning. Chromebooks are utilized daily in 5th through 8th grade in all subject areas. IPADS are utilized 2-3 days per week in grades PK-4. These teachers are continually enhancing their knowledge in technology and incorporating multimedia devices to strengthen student learning. IPADS are an invaluable resource that can help our diverse learners succeed.

Primary teachers continue to utilize Smart boards to build background knowledge in math, vocabulary, science and social studies. As an oral language component, students discuss with their peers to help promote and build oracy.

K-6 teachers use literacy materials based on student data. The classroom-leveled libraries support Cleveland’s reading workshop curriculum. A separate reading room consists of leveled book sets (gradients A-Z) that support guided reading instruction. We have expanded our Spanish libraries to offer proper supports for our EL students.

Our Math Envisions series continues to be a question for our school. Concerns are that the series at times offers too many strategies for problem solving, thus confusing students. Teachers continue to supplement math units as necessary.

We have expanded our Spanish libraries to offer proper supports for our EL students.

The majority of the self-contained special education classrooms use a variety of materials that address the needs of the whole child: cognitive, linguistic, social, emotional, physical, and aesthetic. We still need examine materials in the regular education classrooms that promote academic and emotional growth of the diverse learner.



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

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

**Evidence, Measures, and Standards**

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

**Rigorous Student Tasks:**

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

Score

1 2 3 4

Rigor: Equipping students with instructional and supportive methods ensuring that we have established high expectations, incorporating tasks that are standard-based with learning objectives that are integrated across subjects, reasoning and problem solving, and inquiry based lessons that are meaningful to students so that they are meeting the standard of being college and career ready.

Summary: Our school has amazing teachers who set high expectations for students, create a strong culture for learning, and plan rigorous tasks that are meaningful to their students' academic success within their own classroom. We need to honor our students achievements by showcasing their hard work throughout the school. The concern is that vertical planning is not a priority. Teachers showed concern with the lack of shared resources and ideas across all grade levels. They would like to start a conversation on how to create common academic goals throughout the school so that a common language can strengthen our students academic success.

## Guide for Rigorous Student Tasks

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

## Evidence, Measures, and Standards

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

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

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

Score

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**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).

In May of each year our 8 th graders attend a High School Investigation Day that is hosted by the High School in which they have been accepted. In mid-October all 6th-8 th grades are invited to attend a Parent Information Night regarding all city High Schools as well as an invitation is extended to attend a joint High School Fair at our neighboring elementary schools. On the last day of school in June, all students are introduced to their new grade level teachers upon leaving for summer break. The monitoring of the EL students who are transitioning from the EL program here is always ongoing.

**AWARENESS:** Expose students early to academic/professional worlds beyond K-12.

Students partake in a yearly talent show in addition to that; we offer various after-school options in which students explore their own talents. For the past several years Cleveland School has been awarded the OST (Out of School Time) Grant. This grant allows us to hire vendors such as Design Dance where students explore various cultural dances. Many other clubs, such as Latin Dance, Improv, Cursive Club, Art Club, Health & Nutrition, Youth Sports and tutoring have provided students with added support and the ability to explore their own needs and identity.

This year along with the OST Grant Cleveland was also awarded an after-school grant from OLCE for our EL student population which will provide us with the opportunity to further serve and support our EL student's needs. We currently have 3 EL after-school programs running for grades 2-3, 4-5 and 6, 7, & 8. Additionally, there is also a World Language program for the 3 rd grade where the lessons are taught in Spanish/English. We also have an after-school partnership with the Neighborhood Girls & Boys Club (NBGC).

**READINESS:** Ensure equitable access to college preparatory curriculum.

Using the Naviance system, the College and Career setting is explored with students in grades 6 th -8 th . 8 th graders dive deeper into this process when applying to high school one on one with GoCPS. Naviance is a system that will travel with a student from 6 th grade up through 12 th grade. Additionally, via this system all students in 6 th -8 th grade create their own Individual Learning Plan. Each year this plan is tweaked and more information is added in order to further prepare them for the future.

Currently, we do not have an Algebra Program. We would like to see this program brought back to further advance our upper grades with their math skills and better prepare them for the various High School Math programs.

**SUCCESS:** Provide direct assistance to all students and families through every stage of college/high school selection, application, and entry process (Transition to College/High School).

This typically is an area that High Schools focus on, however as society is becoming more technology based the concept of College and Career Readiness, and the ever changing job market a lesson is often taught to all 8 th graders in which they are exposed to various career options, colleges/universities, Holland's Interest Inventory, and OOH (Occupation Outlook Handbook) from the Bureau of Labor and Statistics where students can predict if their career choice will be around upon graduation from college. Many students would benefit from more exposure of STEM programs and various Microsoft programs to further enhance their technological skills and better prepare them for High School.

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

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - Monitor the progress of English learners after transition from services.
  - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, CTE recruitment fairs, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
  - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
    - Use student data and best practices research to develop focused programs.
      - Expand access beyond students who are struggling academically.
      - Provide school counseling and postsecondary advising transition support and follow-up during "Summer Melt" and the first year of college.

- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
  - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals. Expose students to CTE Pathways around career options
  - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
  - Start the conversation about college in primary grades.
  - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
  - Provide access to 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> grade students.
  - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
  - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
  - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
  - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
  - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
  - Provide opportunities for Dual Credit/Dual Enrollment
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
  - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
  - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
  - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
  - Applying to multiple colleges—generally three or more.
  - Navigating financial aid and capitalizing on grant and scholarship opportunities.
  - Equipping students and families with persistence strategies. (College Persistence Toolkit)
  - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

## Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

### Instruction:

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

Score

1 2 **3** 4

? Teachers use a wide range of pedagogical approaches so that students learn the content. Teachers effectively use Lucy Calkins reading and writing workshop, skill based instruction, and daily five to move their children along in reading. In most grades students are leveled using F and P for small group differentiated instruction. Most teachers use some type of exit slip to gather data around misconceptions. Teacher use this data to inform instruction and create small groups to fix misconceptions.

? Math instruction is improving now that we are revising our units to include differentiated instruction, Math Talks, FALS, and Problem of the month.

? All teachers have the objective for learning in their unit and daily lesson plans. Some teachers post and discuss these objectives with their students. This is an area of improvement for our staff.

? We have been working on language and vocabulary development with our students as this has been an area of concern. As I looked through unit and daily lesson plans I see that some teachers still need to finish their unit plans with language standards and WIDA Can Do descriptors by level in both Reading and Math.

? Questioning and Discussion techniques have improved in most classroom there are a variety of low and high level , open ended questions to challenge students. This is especially evident in 5-8 grade math instruction. In most Language Arts classes I see the practice of requiring students to cite textual evidence to support/develop a claim.

? All teachers monitor progress and check for understanding of individual assessments. All grade levels use a common assessment to monitor progress. When I looked at progress monitoring data for Dibbles it was inconsistent. We could do a better job of keeping up with this.

? With the lack of resources this school year we have not been able to intervene as much as we are used to hopefully this will change in the next year.

## Guide for Instruction

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

## Evidence, Measures, and Standards

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

### Balanced Assessment & Grading:

Score

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

1 2 3 4

Cleveland School continues to utilize data from multiple sources to create a balanced assessment system. In K-2, TRC, DIBELS, Fountas and Pinnell, and benchmark assessments are utilized to drive instruction. In 3-8, NWEA, Fountas and Pinnell running records, and CCSS unit assessments are used to drive instruction. DIBELS measures students early literacy behaviors. TRC and Fountas and Pinnell are leveled diagnostic reading assessment that measure early literacy behaviors as well as comprehension skills. Front Row is a differentiated web based program that assesses students on their instructional level in Reading and Math. The results of the data enables teachers to provide interventions based on the student's instructional needs. NWEA/MAP (Measures of Academic Progress) is a normed-referenced assessment which delivers precise and immediate feedback to the classroom teacher. For a student struggling with these Tier I assessments, the classroom teacher will begin Tier II interventions. Tier II interventions in K-2 are assessed weekly using TRC and DIBELS. In 3-8, Tier II students are assessed biweekly using Front Row ELA and Front Row Math. However, if students are not making the expected progress with these assessments, they should move to Tier III and receive individualized attention from their teacher or DL co-teacher. Students on Tier III should be assessed weekly using Fountas and Pinnell running records and Front Row Math. Additionally, MTSS interventions should be tracked in Gradebook. Although Cleveland has the assessment tools, finding the time to administer these assessments and the personnel is an area of need. Although many teachers use a variety of assessments in their classroom, professional development can strengthen their pedagogy in utilizing a variety of assessments to cater to the needs of Cleveland's diverse and English learners. Math units have been established and are supplemented using various resources including Envisions Math. CCSS are the basis for the established math units. Ongoing formative assessments are used as well as summative assessments at the end of each unit. ELA focuses on using Lucy Caulkins and integrating the workshop model. Using all available data, instruction for students is differentiated to allow for the greatest individual success. In some grade levels, In K-6, Flocabulary is used to supplement a foundation in expanded vocabulary. Grades 7-8 are in the process of purchasing Vocabulary.com to maximize ELA instruction and vocabulary focus. Most grade level teams work together to create common assessments to offer the most valid tool. Since we have become departmental in grades 5-8, teachers need to plan vertically to make sure that necessary assessments are scaffolded accordingly. Cleveland School utilizes a school wide grading system of A= 90-100, B= 80-89, C=70-79, D=60-69, and F=>59. CPS struggles with grading due to differentiation. A child can become successful at instructional level, however they still may be deficient when assessed at grade level. This creates discussion regarding assessment. Students and parents have access to online portals that allows them up to date access to student grades, attendance and assignments.

### Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see *MTSS and Instruction*)**
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications.**
  - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments. (see Rigorous Student Tasks)**

- Utilize assessments that measure the development of academic language for English learners.
- Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs
- Improve and promote assessment literacy.
  - Work together on building common assessments within a department, course, or grade level team.
  - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit.
  - Use common protocols and calibrate on scoring and grading in teacher teams.
  - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.
  - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
  - Measure, report, and document student progress and proficiency:
    - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
    - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
  - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
  - Ensure grades are not used as a form of punishment, control, or compliance.

## Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS            |  |
|--|--|
| Suggested Evidence                           | ✓ Examples of a variety of teacher created and teacher selected assessments                    |
|  | ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan |
|  | ✓ Evidence of assessment data analysis for the purpose of planning                             |
|  | ✓ Assessment calendar  |
|  | ✓ Examples of gradebooks   |
|  | ✓ School's grading policy  |
| Measures                                     | ✓ SGRP Attainment and Growth   |
|  | Five Essentials  |
| MTSS Framework                               | Curriculum & Instruction   |
| CPS Framework for Teaching                   | 1c. Selecting Learning Objectives  |
|  | 1e. Designing Student Assessment   |
|  | 3d. Using Assessment in Instruction  |
|  | 4a. Reflecting on Teaching & Learning  |
| CPS Performance Standards for School Leaders | B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices               |
|  | Now What? Materials to Support Improvement Planning  |
| ✓  | CPS Balanced Assessment Framework & Assessment Models  |
| ✓  | Assessment Design Toolkit  |
| ✓  | Teacher Made Assessment Basics   |
| ✓  | Grading principals and guidelines  |
| ✓  | Great Schools Partnership –Grading + Reporting   |

### 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

Cleveland School uses data from NWEA, DIBELS, PARCC, IDEL, Fountas and Pinnell, TRC, and other informal based assessments, in order to benchmark students during the school year. Additionally, students are assessed using a variety of unit assessments based on Common Core State Standards (CCSS). All the data is used to assist in identifying students who are at risk and/or not making progress. Differentiated instruction is driven from the reviewed data. Small group instruction is provided in the areas of literacy and mathematics. Monitoring student progress frequently allows each teacher to make decisions about changes in instruction to ensure optimal learning of all students. For a student struggling to meet success, the classroom teacher will begin Tier I interventions. During this time the teacher is providing classroom accommodations such as small group instruction, use of graphic organizers, for content area reading providing copies of notes, allowing for oral responses for answers, etc. Additionally, the classroom teacher is data collecting; attendance records, health records, including vision and hearing, cumulative records, and previous interventions provided from previous school/teacher. If the student is not making progress or expected growth, Tier II interventions will begin. Tier II interventions provides continued small group instruction focusing on the identified specific areas of instructional need at the student's instructional ability, 2-3 times weekly. Progress is monitored weekly or bi-weekly to determine if the interventions are effective. The student who does not make expected progress at Tier II will move to Tier III, a more intense level where they continue to receive Tier II supports in the classroom and receive individualized attention 4-5 times per week from an additional teacher. These interventions are tailored to the student's individual needs.

Cleveland School MTSS has a live Google doc which is colored coded to ensure all students are tracked and monitored efficiently. Due to lack of resources, the MTSS track is now monitored by the principal, classroom teachers, related service providers, and case manager. Due to many significant cuts, we are no longer supported by an RTI Specialist, Reading Coach, or Dean of Students. The principal meets weekly with grade levels to discuss progress of students on the track and any new student academic/social-emotional/behavioral concerns.

The types of interventions our teachers use are Fountas and Pinnell Leveled Literacy Intervention and Reading/Writing/Math A-Z. They are also encouraged to use research based interventions such as, Florida Center for Reading Research, Intervention Central, Easy CBM, Kid-Biz, Front Row Math, and What Works Clearinghouse, for academics.

Cleveland School has incorporated SEL to the student's daily curriculum. Students attend an enrichment class for SEL on a weekly basis and the classroom teachers implement a school wide PBIS, "Character Counts", as well as classroom and individualized behavior reward systems/charts, individual behavior contracts, goal setting, individual or group

therapy/counseling with school counselor, SEL teacher, social worker, psychologist, and principal to encourage and motivate positive behavior and motivation, to create an environment which promotes social and emotional development, teach students how to form positive relationships, make responsible decisions, and set goals. These are critical skills for college and career success. Teachers are encouraged to use pbisworld.com to understand the Multi-Tier levels of support and implement positive behavior supports, such as, Check-In/Check-Out, Daily Behavior Form/Documentation, Forced Choice Reinforcement Survey, Structured Breaks, and Behavior Intervention Plans.

MTSS should be implemented with fidelity throughout the entire school. Teachers should continue to provide Tier II supports simultaneously with Tier III supports. Teachers who fail to acknowledge a student is failing reading and or math and do not begin to provide MTSS supports should be held accountable. Teachers may benefit from PD to develop their knowledge of the MTSS process, differentiating, understanding what motivates a student, and how to build positive relationships with 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  |
| Measures                                     | ✓ Evidence of On Track monitoring and supports   |
|  | ✓ SQRP Attainment and Growth   |
|  | ✓ Attendance Rates   |
| Five Essentials                              | ✓ Course success rates (e.g. grade distributions, pass/failure rates)  |
|  | Ambitious Instruction  |
|  | Collaborative Teachers   |
| CPS Framework for Teaching                   | Supportive Environment   |
|  | <a href="#">1a. Demonstrating knowledge of content and pedagogy</a>  |
|  | <a href="#">1b. Demonstrating Knowledge of Students</a>  |
|  | <a href="#">1d. Designing Coherent Instruction</a>   |
|  | <a href="#">2d. Managing Student Behavior</a>  |
|  | <a href="#">3d. Using Assessment in Instruction</a>  |
| CPS Performance Standards for School Leaders | <a href="#">3e. Demonstrating Flexibility and Responsiveness</a>   |
|  | <a href="#">4b. Maintaining Accurate Records</a>   |
|  | B3. MTSS Implemented Effectively in School   |

## Expectations for Quality & Character of School Life

6 of 6 complete

### Culture for Learning:

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

Score

1 2 **3** 4

Summary: While there are always small improvements that can be made to enhance the culture for learning in both individual classrooms and school-wide, overall Cleveland Elementary has a strong and consistent approach to expectations and student feedback.

A culture for learning is characterized by a school atmosphere that reflects the educational importance of the work undertaken by both students and staff.

Key concepts: mindsets, academic behaviors, perseverance, high expectations, investment

Create a culture that reflects a shared belief in the importance of learning and hard work.

Cleveland Elementary has done an exceptional job at creating a culture that reflects a shared belief in the importance of learning and hard work. Administrators and teachers are continually searching for opportunities to enhance student engagement and, as a result, curiosity. In the past, this has been in the form of music and drama partnerships, PDs on number talks and inquiry-based learning, and peer observations. This year, a partnership with the Peggy Notebaert Nature Museum has been established which has provided students with opportunities and resources to engage in hands-on learning. It has also provided teachers with learning opportunities to spark student curiosity. Many teachers have also participated in Network Summits to collaborate with teachers from other schools in ELA and STEM techniques. All of these learning opportunities have been taken back to the classroom with student learning and engagement in mind. Additionally, although the school struggles with attendance, teachers and administrators make a concerted effort to stress the importance of coming to school. Attendance awards are given monthly to students who come to school every day. Teachers also post signs quarterly with students who had perfect attendance and communicate with parents regularly about absences. Perhaps a larger quarterly perfect attendance award aligned to age-level interest could boost student motivation for attendance, however, because many of our students are so young, this area is somewhat out of their control.

Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student

In the classroom, teachers at Cleveland convey high learning expectations to students in a variety of ways. Many teachers express daily expectations verbally, in written form, and through modeling. This way, the learning goals are accessible to all students and everyone knows what the expectations are. Many teachers also implement time at the end of the day where students can reflect on their own progress toward their personal expectations and goals. Students are encouraged to not only make growth toward the intended goal, but exceed their previous personal levels as well. As a school, Cleveland sets both academic and personal expectations and recognizes students who meet them. This is apparent in the monthly character assemblies where good character, attendance, and quarterly academic achievement are recognized school-wide. Some small extra steps such as posting honor roll and principal's list students to recognize achievement could reinforce learning expectations school-wide. Perhaps a monthly character display in the lunchroom (since all students visit daily) would also reinforce the personal expectations set school-wide.

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 details and/or helping peers.

Teachers at Cleveland are constantly working to help students self-assess and persevere toward their goals. Many teachers have a rating system in their classroom where a student will think about their own understanding of a subject, then rate themselves on a scale (1-4, using an acronym, etc) to share their understanding with the teacher. Because this happens across grade levels, students are able to take this school from one year to another. Implementing self-assessment ratings at every grade level and coaching teachers in how to use them could help building consistency throughout a student's Cleveland education.

Provide students frequent, informative feedback.

Across the board, teachers at Cleveland provide frequent feedback to students using a variety of methods to ensure students are regularly informed of their progress. Not only do teachers give feedback on written assignments and tests, but they are sure to give students oral feedback on a daily basis. Because of this, students are constantly aware of their learning and progress as well as expectations for the future. It also creates a rapport around learning and models positive assessment and goal-setting techniques. Open dialogue is essential to effective feedback between teachers and students.

Develop academic mindsets and behaviors.

One of the most important aspects of developing an academic mindset is teaching students a growth mindset. In surveying several teachers across various grade levels at Cleveland, it is evident that teachers are striving to equip their students with this mindset in order to foster authentic learning. I think some people are unclear about what a "growth mindset" actually entails, as one teacher said they were not good at this element, yet explained several very solid ways they encourage a growth mindset in their students. Some of the practices being used include reinforcing the fact that mistakes are an important part of learning, giving students opportunities to correct mistakes, encouraging competition with a student's own learning as opposed to competition among classmates, teaching students the science behind what they are doing instead of encouraging rote memorization, and being honest with students about personal strengths and weaknesses.

Another aspect of this element is encouraging a sense of belonging to the school among students. I think Cleveland strives to create this atmosphere by holding character assemblies, offering after-school activities, hosting events such as literacy night, and holding movie nights. There is also a peer-conferencing program in the works that will further enforce the sense of a school "community" and give students a sense of belonging.

## Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
  - Use strategies to reinforce and cultivate student curiosity.
  - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.

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

## Evidence, Measures, and Standards

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

### Relational Trust:

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

### Score

1 **2** 3 4

Developing trusting relationships with students so each student has at least one trusted adult in the school.

When it comes to developing trusting relationships with students many teachers have already implemented within their own classroom setting a form of check in and check out with their students. Currently, we have many teachers using the DOJO system, Calm Classroom, weekly emails with students, Google Classroom and on a daily basis teachers are building and forming bonds with our students. Teachers also routinely reach out to our additional support staff, the school counselor and the school social worker for more support from an additional trusted adult when a student is having difficulty.

Fostering supportive, caring and respectful staff-student interactions.

This is an area of ongoing improvement. There is a lack of empathy from staff during student interaction when a student is referred for a behavioral incident. Staff needs to be aware of their actions, body language and tone with a student during the time of corrective behavior. Teachers may need a refresher course on formulating and fostering empathic relationships with their students. There are many You Tube and Ted Talks available on behavior management and empathic relationships that teachers should seek out if they have a weakness in this area. Staff needs to remember to be a positive role model and display correct coping skills in these situations.

Student interactions are mutually supportive and respectful, with strong norms for positive behavior.

Most of our students do a good job with one another in this area. With the future implementation of a peer-conferencing program that focuses on the Restorative Practices Theory, this will help to solidify this particular area. Currently, the majority of our students have been trained in Calm Classroom techniques that they can apply within their daily interactions with their peers as they feel needed.

Understand race and equity and its impact on student learning; recognize and support students' diverse social identities.

Most classrooms have their own multicultural libraries set up. Additionally, we have a yearly International Day Assembly, after-school Latin Dance Club and Design Dance (various international dances), every communication sent home is in both English & Spanish, and translators are always available for staff. Recently, we were awarded a grant for grades 4 th , 5 th & 6 th to participate in a study of various cultural dances that will be linked to their Social Studies Curriculum.

Support and respect one another, personally and professionally (teacher-Teacher Trust, Teacher-Principal Trust).

As for the Teacher-Teacher Trust area, there appears to be competitiveness and lack of interpersonal relationship skills within some grade level teams. This competitiveness brings about a lack of trust, lack of professionalism, and causes many personal conflicts within the grade level teams that often trickle into the classroom environment. It is important that teachers build positive relationships with each other in order for the school community to be strong. There is also a lack of support from various stakeholders who may be resistant in considering others' points of view when it comes to student success. We need to trust that all staff members have a vested interest in continuing to evolve and further develop their practice. Teachers need to be open to new ideas, be on same page, teach/learn from each other, collaborate on lesson plans and above all share with one another. Being open includes accepting constructive criticism and not taking it offensively thus destroying the working relationship. Trusting one another is essential to the success of not only the school community but to our students.

Overall, most staff members have built some trust amongst each other as well as with administration. With this being said, there is still some room for improvement when it comes to building trust between teachers and trust between administration. Teacher-Principal Trust is essential to the success of the school. Trust in this area plays into the area of Teacher-Teacher Trust. Teachers need to be acknowledged for not only the big things they do, but for the small things too. Validation is important to any human relationship. Teacher-Principal Trust would better benefit from a united front from administration. When staff feels that administration truly

has their back and supports their decisions then the bond of trust will be solidified. Fair treatment across the board is essential to formulating this bond as well.

## Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
  - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
  - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**

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

## Evidence, Measures, and Standards

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

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

Score

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

1 2 **3** 4

#### Study politics

? I believe students are given opportunities in class to learn about past events and current world issues they can draw conclusions about as it relates to politics. Students are able to make connections to matters in history from the past, present and make predictions about matters they feel will have an impact on their future.

#### Become informed voters and participants in the electoral process

? Students are given opportunities to learn about the various forms of government and determine which form they feel is better. Students may hold mock elections where they are given a chance to debate issues that are major topics that impact our world

#### Engage in discussions about current and controversial issues

? Various resources are used to engage students regarding current events and topics that may lead to debates in which they may have to take a side and determine if their opinions can be swayed by their peers

#### Explore their identities and beliefs

? Teachers encourage students to explore their own life experiences and determine how they may be similar to others. They are challenged to look for issues that are similar to their own and make connections from the past and present

#### Exercise student voice

? Students are always encouraged to participate in events around the school. We are constantly looking for ways to get students involved in the school community. Teachers seek ways to make connections with their student's lives and topics being taught in class.

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

### Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.

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

## Evidence, Measures, and Standards

| Evidence, Measures, and Standards            |   |
|--|---|
| Suggested Evidence                           | <ul style="list-style-type: none"> <li>• MYNS Student Survey completion rates and results</li> <li>• Artifacts from student-run organizations and events (including SVCs)</li> <li>• Meeting minutes/agendas that include student participation</li> <li>• Policies regarding student engagement in decision making</li> <li>• Service learning reports and/or reflections of SE projects</li> <li>• Unit and curriculum maps, rubrics, assessment artifacts</li> <li>• Evidence of student work</li> <li>• Democracy School recognition</li> </ul> |
| 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<br>2c. Enabling Students to Learn  |
| CPS Performance Standards for School Leaders | D2. Utilize Feedback from Multiple Stakeholders for School Improvement  |
| Content Standards                            | Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HST Standards   |

### Safety & Order:

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

### Score

1 2 **3** 4

Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school. Score 4: With the Calm Classroom practices in all grades we seem to feel safe in all areas.

\*Providing clear procedures for reporting and responding to safety concerns. Score 4: With regards to accidents everyone knows how to fill out an accident report. Administration and the engineer respond swiftly to safety concerns.

\* Manage efficient and orderly transitions between activities. Score 3: Teachers handle transitions in their rooms and in the hallways well. There are some concerns about dismissal in the south basement as there are always people in the building before the bell rings. There are some concerns about students returning to the third floor after lunch with possibly only one teacher with four classes. There are concerns about students arriving early and roaming the halls unsupervised. Noise at lunch remains a concern.

\* Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school. Score 4: Teachers and staff explain behavior expectations to students regardless if the student is in their class. We work as a community.

\*Have a voice and take informed action. Score 2: This is in the works. Some upper grade students will be trained in peer conferencing. These students will then be available for peer conferencing throughout the building. This begins in the spring and will continue next year.

\* Emphasize proactive, instructive and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. Score 3: While we know that discipline is different than punishment, there is always room for improvement. We must continue to focus on shaping new behaviors instead of punishing behaviors. This is how children learn right from wrong, so we must model the behavior we desire and expect.

\* Clarify criteria for office referrals versus classroom managed behavior. Score 4: As a school we are capable of positive classroom management. We know when to ask for help from the office. Teachers usually speak with the administration regard a problem in their classroom as a way to prevent major classroom eruptions.

## 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                   |  |
|---|--|
|   | ✓ MVMS score – "Safety"  |
| Suggested Evidence                                  | ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?   |
| Evidence  | ✓ 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:                                     | <a href="#">Curriculum &amp; Instruction</a>   |
| CPS Framework for Teaching                          | <a href="#">2a. Creating an Environment of Respect and Rapport</a><br><a href="#">2c. Managing Classroom Procedures</a><br><a href="#">2d. Managing Student Behavior</a> |
| CPS Performance Standards for School Leaders        | A4. Creates a Safe, Clean and Orderly Learning Environment   |
| NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING |  |
|   | ✓ <a href="#">Social Emotional Learning Supports (cps.edu/sel)</a>   |

### Restorative Approaches to Discipline:

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring about a more restorative culture. The school is also characterized by strong and consistent school and classroom climates. The school reinforces positive behaviors and responds to misbehaviors in calm, respectful, and thoughtful ways, teaching students important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning.

Score

1 2 3 4



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.

Cleveland school strives to reinforce student behavior with clear expectations, routines and procedures. All classrooms are well organized for learning with rituals and routines in place. Instructional time is maximized. There are well defined expectations for student success. Currently, we use Responsive Classrooms in many classrooms. We are working with U of C and the culture and climate team to enhance our supports around a supportive environment. Parents are contacted regularly about student progress. There is still a need for improvement to engage families as partners. Families at Cleveland are resistant to engage in helping their children engage in positive discipline techniques. Cleveland has been highly successful in integrating universal SEL skills and instruction. We intentionally have a weekly class that teaches SEL standards taught by a certified counselor. We also hold a monthly assembly to honor character, attendance and grades. In addition, we practice Clam Classroom three times a day in each classroom. SEL is an important focus in the school and we have seen tremendous growth in our culture and climate as a result of these practices. Currently, we are in the process of establishing a Peer Conference initiative at Cleveland. MS. Ward is the staff sponsor and 10 students from grades 4-8 are involved in the training. The group will begin accepting conference requests in mid-February. This initiative will support our move towards a Restorative Justice model. As a result of this initiative all students will take responsibility for their actions.

### Guide for Restorative Approaches to Discipline

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

### Evidence, Measures, and Standards

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

### Parent and Family Partnership:

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

Score

1 2 3 4



empower parents or family members and are responsive to student and family's needs. Schools provide a variety of parent volunteer opportunities (both in and out of school) and leadership opportunities (ie - PACs, BACs and PLNs), which support school operations, instructional programs and community partnerships. Research shows that when families, schools and communities partner in promoting learning and healthy development for all students schools thrive and student outcomes increase. The development and implementation of effective outreach and communication strategies will be inclusive of all families and school staff, creating a two-way feedback loop process which will lead to an increase in the home-school connection to identify, problem-solve and design actions which target instructional and student programs.

Parent partnerships are collaborative relationships involving school staff, parents and other family members of students at a school that work for a common goal. Cleveland's goal is to have effective partnerships that are based on mutual trust and respect, and a shared responsibility for the education of the students.

Cleveland has established non-threatening, and welcoming environment for all our parents. We support student achievement by providing after school enrichment opportunities for students and leadership training for parents as part of our Title III committees' PAC, BAC, LSC and volunteers. Our staff maintains communication with parents via DOJO, Google classroom emails, texts and our teachers are willing to set up conferences on a needs basis. As a whole Cleveland staff shows their commitment to our students by offering alternative methods of communication when face to face dialogue is not possible.

Despite being proactive in our efforts to maintain open communication, having a bilingual staff to aid in translation of parents and using various forms of communication between home and school some of our parents remain disgruntled. Parent participation is one of the most difficult areas to effectively and consistently maintain. We are constantly reaching out to engage parents in learning, community building, and learning activities. Although we have had some success there is still much work to be done. The constant and frequent transient trends makes it a challenge to reach out to some parents. The demographics of our community is yet another stumbling block.

Parent participation has improved somewhat, but the confidence in our staff as a whole is low according to a recent small scale survey. This survey was conducted to a small anonymous group of parents. As a result of this survey several areas of improvement have been identified.

In an effort to get a more in depth range of feedback and to establish an unbiased rating for our school. I have created a survey to be sent home to all our Cleveland parents.

As we know, incentives work, we will offer ... for all students who bring the survey back by...

In order to face these challenges we need to be think of ways to entice new parents to participate and to continue to strengthen our current parent relations. It is crucial to address these concerns even if we feel they are unfounded if we want to establish a solid partnership between parents and staff.

Areas of improvement:

? Have a teacher student conference to see what students need, want and how we can better establish a better rapport with them

? Setting alternative methods of communication when face to face is not possible

? Appoint parent class representative

? Involve students, especially older students, in interviews and other communications from the school

? arrange for folders of student work to be sent home regularly for review along with comments

? establish agreed strategies for dealing with incidents that involve students at school

? through newsletters, discussions, class meetings, etc that let families know the school needs and values their input

? review the school's homework policy, with homework designed to guide parental support and provide tips for families on how they can monitor and discuss schoolwork at home

? consider the involvement of families in setting student goals each year and in career planning

? provide information for families on the skills required for students in all subjects at each Year level

? A Family-School Action Team or Working Group can foster family involvement in decision-making (parent liaison)

? The language barrier and the sense of not being heard and or understood is a concern

#### Cleveland Parent Partnership Survey

Parent partnerships are collaborative relationships involving school staff, parents and other family members of students at a school that work for a common goal. Cleveland's goal is to have effective partnerships that are based on mutual trust, respect, and a shared responsibility for the education of all our students. We are asking that this survey be filled

out with the interest of all our students, parents and staff at Cleveland in mind.

#### Communication

1. I feel welcomed in my child's school. Agree Disagree

2. The teacher is always willing to communicate with me. Agree Disagree

3. There is mutual respect between the teacher, the student and the school staff. Agree Disagree

#### Expectations

4. I expect my child to attend college. Agree Disagree

5. I am willing to work together with my child's teacher, school and our community to create a better learning environment for my child. Agree Disagree

6. My child is challenged at school to do his best. Agree Disagree

7. I would be willing to volunteer twice a week. Agree Disagree

Trust

8. I feel a sense of pride knowing that my child attends a level 1+ school. Agree Disagree

9. I know who to talk to at school when I need assistance. Agree Disagree

Curriculum

10. I am willing to participate in meetings as a parent liaison with the school to identify curriculum and plan for our school. Agree Disagree

Comments

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### Guide for Parent and Family Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
  - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
  - Host events for parents to share with other parents how home and school complement each other.
  - Share best practices around learning and development with parents to support students at home.
  - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
  - Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
  - Assist parents to volunteer in the school and/or participate on teams/committees.
  - Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- **Frequently communicate with families about class and individual activities and individual student's progress.**
  - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
  - Send regular, positive, personalized communication from a staff member.
  - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
  - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
  - Information is provided to parents in their native language.
  - Parent meetings scheduled with interpreters present to facilitate participation.

### Evidence, Measures, and Standards

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

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

Goals

Required metrics (Elementary)

18 of 18 complete

| 2016-2017<br>Actual | 2017-2018<br>Actual | 2017-2018<br>SQRP<br>Goal | 2018-2019<br>SQRP<br>Goal | 2019-2020<br>SQRP<br>Goal |
|---------------------|---------------------|---------------------------|---------------------------|---------------------------|
|---------------------|---------------------|---------------------------|---------------------------|---------------------------|

**National School Growth Percentile - Reading**

|  |       |       |       |       |       |
|--|-------|-------|-------|-------|-------|
| Students are growing tremendously in reading. Since we have realigned our unit plans to include more rigorous instruction we expect an increase in growth. | 75.00 | 87.00 | 72.00 | 85.00 | 90.00 |
|--|-------|-------|-------|-------|-------|

**National School Growth Percentile - Math**

|   |       |       |       |       |       |
|---|-------|-------|-------|-------|-------|
| Students are growing tremendously in math. Since we have realigned our unit plans to include more rigorous instruction we expect an increase in growth. | 50.00 | 77.00 | 85.00 | 80.00 | 83.00 |
|---|-------|-------|-------|-------|-------|

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

Students meeting and exceeding growth norms are steadily increasing as we raise the bar for rigorous instruction we expect a faster increase in growth.

|       |       |       |       |       |
|-------|-------|-------|-------|-------|
| 57.90 | 63.50 | 70.60 | 68.00 | 72.00 |
|-------|-------|-------|-------|-------|

**African-American Growth Percentile - Reading**

Since 89% of our student population is identified as Hispanic we expect a steady growth in reading as we align out unit plans to CCSS standards.

|         |         |       |       |       |
|---------|---------|-------|-------|-------|
| (Blank) | (Blank) | 72.00 | 75.00 | 78.00 |
|---------|---------|-------|-------|-------|

**Hispanic Growth Percentile - Reading**

Since 89% of our student population is identified as Hispanic we expect a steady growth in reading as we align out unit plans to CCSS standards

|       |       |       |       |       |
|-------|-------|-------|-------|-------|
| 73.00 | 89.00 | 61.00 | 90.00 | 92.00 |
|-------|-------|-------|-------|-------|

**English Learner Growth Percentile - Reading**

As we have aligned our unit plans to WIDA CAN DO statements we have seen a growth in EL reading and expect to increase that growth.,

|       |       |       |       |       |
|-------|-------|-------|-------|-------|
| 62.00 | 99.00 | 30.00 | 70.00 | 75.00 |
|-------|-------|-------|-------|-------|

**Diverse Learner Growth Percentile - Reading**

We have seen an increase in reading growth now that we practice more inclusion. We expect the scores to remain in the 90th% as a result.

|       |       |       |       |       |
|-------|-------|-------|-------|-------|
| 34.00 | 99.00 | 40.00 | 90.00 | 92.00 |
|-------|-------|-------|-------|-------|

**African-American Growth Percentile - Math**

Since 89% of our student population is identified as Hispanic we expect a steady growth in math as we align out unit plans to CCSS standards.

|         |         |       |       |       |
|---------|---------|-------|-------|-------|
| (Blank) | (Blank) | 85.00 | 87.00 | 90.00 |
|---------|---------|-------|-------|-------|

**Hispanic Growth Percentile - Math**

Since 89% of our student population is identified as Hispanic we expect a steady growth in math as we align out unit plans to CCSS standards.

|       |       |       |       |       |
|-------|-------|-------|-------|-------|
| 50.00 | 76.00 | 82.00 | 80.00 | 82.00 |
|-------|-------|-------|-------|-------|

**English Learner Growth Percentile - Math**

As we are aligning our math series to WIDA Can Do Statements we have seen growth in EL math and expect to increase that growth.

|       |       |       |       |       |
|-------|-------|-------|-------|-------|
| 11.00 | 86.00 | 85.00 | 88.00 | 90.00 |
|-------|-------|-------|-------|-------|

**Diverse Learner Growth Percentile - Math**

We have seen an increase in math growth now that we do more inclusion. We expect the scores to remain in the 90th% as a result.

|      |       |       |       |       |
|------|-------|-------|-------|-------|
| 3.00 | 99.00 | 90.00 | 90.00 | 92.00 |
|------|-------|-------|-------|-------|

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

We expect a 4 point increase in reading scores based on our alignment of units to WIDA standards.

|       |       |       |       |       |
|-------|-------|-------|-------|-------|
| 54.00 | 68.00 | 70.00 | 72.00 | 75.00 |
|-------|-------|-------|-------|-------|

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

We expect an increase in scores because we have added components to our unit plans to make sure we are CC aligned. In addition, we are working closely with teachers to coach them in implementation of best practices.

|       |       |       |       |       |
|-------|-------|-------|-------|-------|
| 58.00 | 64.00 | 88.00 | 68.00 | 72.00 |
|-------|-------|-------|-------|-------|

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

Second grade has been reorganized so we believe with the changes we made our scores will begin to increase

|       |       |       |       |       |
|-------|-------|-------|-------|-------|
| 52.00 | 68.00 | 85.00 | 72.00 | 75.00 |
|-------|-------|-------|-------|-------|

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

|   |       |       |       |       |       |
|---|-------|-------|-------|-------|-------|
| Second grade has been reorganized so we believe with the changes we made our scores will begin to increase. | 37.00 | 49.00 | 85.00 | 55.00 | 60.00 |
|---|-------|-------|-------|-------|-------|

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

|  |       |         |       |       |       |
|--|-------|---------|-------|-------|-------|
| We have reorganized our bilingual department and updated our unit plans with WIDA Can Do statement. We believe this will increase success on ACCESS. | 33.90 | (Blank) | 55.00 | 57.00 | 60.00 |
|--|-------|---------|-------|-------|-------|

**Average Daily Attendance Rate**

|   |       |       |       |       |       |
|---|-------|-------|-------|-------|-------|
| We have had significant issues around attendance because of various illnesses , but believe we are recovering from this downward trend. | 95.70 | 95.50 | 97.00 | 96.00 | 97.00 |
|---|-------|-------|-------|-------|-------|

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

|   |         |         |         |         |         |
|---|---------|---------|---------|---------|---------|
| We are hoping for a well-organized rating based on the SEL work we have been doing around the 5 essentials. | (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...

|  |   |  |
|--|---|--|
| solicit the support and engagement of families as partners in the instructional program... | an increase in parent participation and student motivation... | an increase in growth on NWEA, Dibels, TRC, Fountas and Pinnell in all sub groups and an increase in attendance and Parent Portal participation. |
|--|---|--|

Tags: Academic expectations, Academic support, Academic achievement

Area(s) of focus: 1

| Action step  | Responsible | Timeframe                   | Status   |
|--|-------------|-----------------------------|----------|
| To create a parent portal /information sign up station on Report Card pick up days | AP          | Sep 1, 2018 to Jun 30, 2020 | On-Track |

**Parental involvement, Participaton**

|  |  |                             |             |
|--|--|-----------------------------|-------------|
| Create a social media account to provide direct information to parents and community | Technology Coordinator, Classroom Teachers, Administration | Sep 1, 2018 to Jun 30, 2020 | Not started |
|--|--|-----------------------------|-------------|

**Technology, Communication, Parent partnership**

|   |                                   |                              |             |
|---|-----------------------------------|------------------------------|-------------|
| Professional Development for the creation and utilization of social media account. Technology committee will offer ongoing support throughout the year. | Technology Coordinator, Principal | Aug 20, 2018 to Jun 30, 2020 | Not started |
|---|-----------------------------------|------------------------------|-------------|

**Administration, Teacher, Parent communication**

|   |                              |                             |             |
|---|------------------------------|-----------------------------|-------------|
| Develop guidelines that bridges academic and social expectations between home and school. | Parent involvement committee | Sep 1, 2018 to Jun 30, 2020 | Not started |
|---|------------------------------|-----------------------------|-------------|

**Parent, Ccss, Administration, Teacher**

|   |                                   |                             |             |
|---|-----------------------------------|-----------------------------|-------------|
| Coordinate with Parent University for classes and resources focused on school and home connection | Principal, Bilingual Lead Teacher | Sep 1, 2018 to Jun 30, 2020 | Not started |
|---|-----------------------------------|-----------------------------|-------------|

**Parent, Administration**

|  |           |                             |             |
|--|-----------|-----------------------------|-------------|
| Parent volunteer sign up forms outside classrooms, based on classroom needs. | Teachers, | Sep 1, 2018 to Jun 30, 2020 | Not started |
|--|-----------|-----------------------------|-------------|

**Parent, Volunteer, Teacher**

|  |                |                             |             |
|--|----------------|-----------------------------|-------------|
| Parent learning walk to better understand the behavioral and academic expectations | Administration | Sep 1, 2018 to Jun 30, 2020 | Not started |
|--|----------------|-----------------------------|-------------|

**Parent, Administration, Teacher**

## Strategy 2

If we do...

|  |
|--|
| Support one another, personally and professionally ( Teacher-Teacher trust, Teacher-Principal trust) and Develop trusting relationships with students... |
|--|

...then we see...

|   |
|---|
| an increase in positive, caring, and respectful relationships.. |
|---|

...which leads to...

|  |
|--|
| an increase in motivation and an increase in Relational Trust scores on the My Voice My School survey and attendance |
|--|

Tags:

Social emotional, Parent, Administration, Teacher

Area(s) of focus:

1

| Action step   | Responsible              | Timeframe                   | Status      |
|---|--------------------------|-----------------------------|-------------|
| Organize a variety of committees that will allow Teacher to Teacher collaboration and engagement across grade levels. | Teachers, Administration | Aug 1, 2018 to Jun 30, 2020 | Not started |

**Administration, Teachers**

|   |   |                              |             |
|---|---|------------------------------|-------------|
| Provide professional development on how to handle conflict resolution techniques for teacher to teacher relationships, as well as teacher to student relationships. | School Counselor, SEL Teacher, Administration, Case Manager | Aug 20, 2018 to Jun 30, 2020 | Not started |
|---|---|------------------------------|-------------|

**Administration, Teachers, Social emotional learning**

|  |   |                             |             |
|--|---|-----------------------------|-------------|
| Create and analyze quarterly student survey, grades 5-8 focused on student-teacher relational trust. | Technology Coordinator, Administration, SEL committee | Sep 1, 2018 to Jun 30, 2020 | Not started |
|--|---|-----------------------------|-------------|

**Technology, Teachers**

|  |                               |                              |          |
|--|-------------------------------|------------------------------|----------|
| Continue to work with the University of Chicago around the 5 Essential survey focusing on Relational Trust between colleagues and teacher to students. | Administration Literacy Coach | Jun 30, 2020 to Jun 30, 2020 | On-Track |
|--|-------------------------------|------------------------------|----------|

**Literacy/Reading, ILT, Motivation, Administration, Collaboration, Relational trust**

Strategy 3

If we do...

select and design professional development based on Cleveland's data trends...

...then we see...

Teachers implement and share new knowledge to improve instruction, enhance beliefs, and promote student growth..

...which leads to...

a decrease in the achievement gap between the sub-groups in NWEA data.

Tags:

Analyze data, Academic support, Allocated time for students and teachers to meet, Classroom teachers

Area(s) of focus:

3

Action step

Provide professional development that focuses on accommodations, modifications, and strategies for our EL and DL students in an inclusive setting.

Responsible

Administration, Case manager, Bilingual Lead Teacher

Timeframe

Jul 1, 2018 to Jun 30, 2020

Status

Not started

**Diverse Learners, English Learners, Administration, Teachers**

ILT will develop learning cycles based around accommodations, modifications, and strategies for our DL and EL students across the curriculum.

ILT

Sep 3, 2018 to Jun 30, 2020

Not started

**ILT**

Facilitate vertical collaboration as part of a targeted learning cycle. We will focus on differentiated instruction to support subgroups in the inclusive classroom.

Teachers, ILT, Administration

Jul 1, 2018 to Jun 30, 2020

Not started

**Diverse Learners, Ccss**

Reconvene with vertical planning teams to analyze data from professional learning walks.

Teachers, Administration, Case Manager and bilingual lead teacher

Nov 12, 2018 to Jun 1, 2020

Behind

**Professional Learning, Accountability, Approaches to teaching and learning - ib, EI learners, Accommodation, Modifications, Collaborative feedback, Check for understanding, Vertical planning, Diverse learning strategies, Analysis of data**

Based on the grade level team learning walk data analysis, grade level teams will create an action plan that will support diverse and EL learners who are below grade level standards.

Teachers Administration Case Manager Bilingual lead

select

Behind

**Wida, Accountability, Academic supports, EI learners, Modifications, Collaborative planning, Academic interventions, Accountabilty, Academic standards**

Administration, Case Manager and Bilingual Lead will informally observe accommodations, modifications and strategies based on teacher action plans

Teachers Administration Case Manager Bilingual lead

select

Behind

**Accountability, Administration, Academic supports, Approaches to teaching and learning, Modifications, Ccss literacy, Adjustment, Analysis of data, Academic interventions, Accomodations**

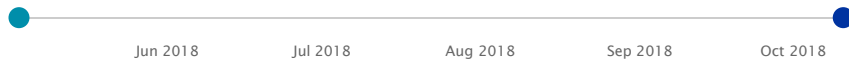
Action Plan

Strategy 1

**ON-TRACK** To create a parent portal /information sign up station on Report Card pick up days"

Sep 01, 2018 to Jun 30, 2020 - AP

### Status history



**ON-TRACK** Oct 11, 2018  
**Evidence**  
Additionally had sign up on school supply drop off day 8/30, as well as open house.

**NOT STARTED** May 03, 2018  
**Evidence**  
Monthly monitoring of parent signup through Dashboard

**NOT STARTED**  
Create a social media account to provide direct information to parents and community"

Sep 01, 2018 to Jun 30, 2020 - Technology Coordinator, Classroom Teachers, Administration

### Status history

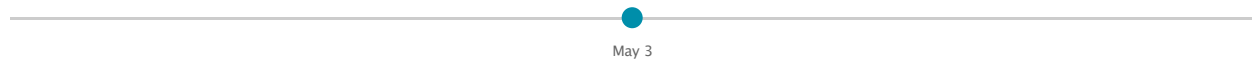


**NOT STARTED** May 03, 2018  
**Evidence**  
Teachers would provide evidence during grade level meetings biweekly that social media account is being utilized

**NOT STARTED**  
Professional Development for the creation and utilization of social media account. Technology committee will offer ongoing support throughout the year."

Aug 20, 2018 to Jun 30, 2020 - Technology Coordinator, Principal

### Status history

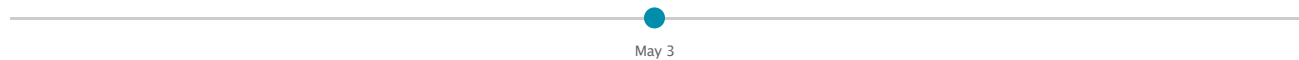


**NOT STARTED** May 03, 2018  
**Evidence**  
Teachers would provide evidence during grade level meetings biweekly that social media account is being utilized

**NOT STARTED**  
Develop guidelines that bridges academic and social expectations between home and school."

Sep 01, 2018 to Jun 30, 2020 - Parent involvement committee

### Status history



**NOT STARTED** May 03, 2018  
**Evidence**  
Increase in academic achievement using CCSS as a guideline. 10% increase in Reading and Math using CCSS. Incentives for most improved students , grade level and individual class overall.

**NOT STARTED** Coordinate with Parent University for classes and resources focused on school and home connection"  
Sep 01, 2018 to Jun 30, 2020 - Principal, Bilingual Lead Teacher

### Status history





May 3

NOT STARTED

May 03, 2018

**Evidence**

At least 25% of parental participation in sign up of classes

NOT STARTED

Parent volunteer sign up forms outside classrooms, based on classroom needs."

Sep 01, 2018 to Jun 30, 2020 - Teachers,

### Status history



NOT STARTED

May 03, 2018

**Evidence**

Monitoring % of parents who volunteer

NOT STARTED

Parent learning walk to better understand the behavioral and academic expectations"

Sep 01, 2018 to Jun 30, 2020 - Administration

### Status history



NOT STARTED

May 03, 2018

**Evidence**

Monitoring % of parents who participate in walk through

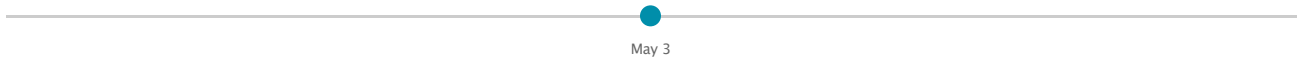
## Strategy 2

NOT STARTED

Organize a variety of committees that will allow Teacher to Teacher collaboration and engagement across grade levels."

Aug 01, 2018 to Jun 30, 2020 - Teachers, Administration

### Status history



NOT STARTED

May 03, 2018

**Evidence**

Committees will create agendas and submit meeting minutes that will serve as evidence of the committee's work. The chair of each committee will upload agenda and minutes to a school wide Google Doc. Short term committees will meet as needed, and long term committees will meet monthly.

NOT STARTED

Provide professional development on how to handle conflict resolution techniques for teacher to teacher relationships, as well as teacher to student relationships."

Aug 20, 2018 to Jun 30, 2020 - School Counselor, SEL Teacher, Administration, Case Manager

### Status history



NOT STARTED

May 03, 2018

**Evidence**

Presentation agenda as well as sign in sheet to verify participation in relational trust presentation.

NOT STARTED

Create and analyze quarterly student survey, grades 5-8 focused on student-teacher relational trust."

Sep 01, 2018 to Jun 30, 2020 - Technology Coordinator, Administration, SEL committee

## Status history

May 3

NOT STARTED

May 03, 2018

### Evidence

Analyze results of student surveys and create necessary action plan based on the results. This will be discussed at grade level meetings.

ON-TRACK

Continue to work with the University of Chicago around the 5 Essential survey focusing on Relational Trust between colleagues and teacher to students."

Jun 30, 2020 to Jun 30, 2020 - Administration Literacy Coach

## Status history

May 3

ON-TRACK

May 03, 2018

### Evidence

Meeting notes, surveys and ILT agenda's

### Strategy 3

NOT STARTED

Provide professional development that focuses on accommodations, modifications, and strategies for our EL and DL students in an inclusive setting."

Jul 01, 2018 to Jun 30, 2020 - Administration, Case manager, Bilingual Lead Teacher

## Status history

May 3

NOT STARTED

May 03, 2018

### Evidence

Agendas and meeting minutes to indicate that whole school professional development has been provided.

NOT STARTED

ILT will develop learning cycles based around accommodations, modifications, and strategies for our DL and EL students across the curriculum."

Sep 03, 2018 to Jun 30, 2020 - ILT

## Status history

May 3

NOT STARTED

May 03, 2018

### Evidence

Based on the data, ILT will create an ongoing action plan to collect data, review data and adjust for next the step in learning.

NOT STARTED

Facilitate vertical collaboration as part of a targeted learning cycle. We will focus on differentiated instruction to support subgroups in the inclusive classroom."

Jul 01, 2018 to Jun 30, 2020 - Teachers, ILT, Administration

## Status history

NOT STARTED

May 03, 2018

**Evidence**

During learning walk data collection focus will be on implementation of the accommodations, modifications and strategies for our various subgroups.

BEHIND

Reconvene with vertical planning teams to analyze data from professional learning walks."

Nov 12, 2018 to Jun 01, 2020 - Teachers, Administration, Case Manager and bilingual lead teacher

### Status history



BEHIND

May 03, 2018

**Problem**

Notes from data analysis

**Root Cause**

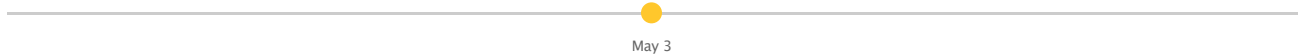
**Next steps**

BEHIND

Based on the grade level team learning walk data analysis, grade level teams will create an action plan that will support diverse and EL learners who are below grade level standards."

- Teachers Administration Case Manager Bilingual lead

### Status history



BEHIND

May 03, 2018

**Problem**

Action plan via Google Docs

**Root Cause**

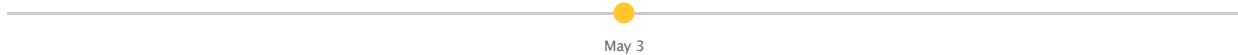
**Next steps**

BEHIND

Administration, Case Manager and Bilingual Lead will informally observe accommodations, modifications and strategies based on teacher action plans"

- Teachers Administration Case Manager Bilingual lead

### Status history



BEHIND

May 03, 2018

**Problem**

Informal Observation Data

**Root Cause**

**Next steps**

## Fund Compliance

### Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the Illinois state board of education.
5. SGSA Funds supplement and do not supplant non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

## ESSA Program

### ESSA Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

## Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

### Parent and Family Plan

#### Parent and Family Engagement Policy

Complete

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

At the start of each year a PAC is formed. The PAC meets monthly with a member of the administration to discuss the development and implementation of the CIWP along with the Title 1 school parental and family engagement plan and policy.

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

The annual meeting to inform parents of the schools participation in NCLB, Title 1 programs is held each September at the start of our Open House. At this time the schedule for the PAC meetings is passed out to parents. The times are set at the beginning of September with the help of the president and vice president of the PAC. A flyer is sent home prior to each meeting inviting all to attend. In addition, a robo call is made to remind parents of the meetings.

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.

Suggestions from the PAC and BAC are communicated to the principal who shares them with the LSC and ILT. These suggestions are taken under advisement, discussed and acted upon if appropriate.

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.

A one page report for each individual student is sent home and/or handed out to each parent at the beginning of the school year.

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.

A letter notifying parents about the NCLB status of a teacher who is not highly qualified is mailed to each student's home.

Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic

achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

Parent meetings are held on a monthly basis to discuss NCLB topics which includes state and common core standards, state achievement standards, local and state assessments and the requirements of Title 1. A general parent meeting is held at the beginning of each school year during Open House which also addresses these topics.

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

Parent classes and information sessions are held each month. A flyer is sent home as an invitation to these meetings, They are also posted on our web-site. The school also hosts literacy, math and science nights throughout the year. These nights are to provided resources and train parents on how to help their children academically. In addition, we now have an on site Parent University which offers a variety of classes for parents to help them with their children.

Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate and work with, parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. Please describe how this will be accomplished.

We include how to reach out to, communicate with and work with parents as equal partners as part of our staff handbook. We have professional development scheduled throughout the year which includes this topic.

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 preschool program at Cleveland includes parent programs and activities. These programs are scheduled for the first three days of school and repeated on various Fridays throughout the year.

Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

All communication to the parents and the community is done in English and Spanish.

#### 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.)

Cleveland School, working with parents and the community, is committed to providing each student, a diverse education in a safe, supportive environment that promotes biliteracy, self-discipline, motivation, and excellence in learning. The Cleveland School team joins the parents and community to prepare students to meet the challenges of society by providing excellent achievement opportunities, emphasizing biliteracy, in the core subjects and preparing our students to become caring, capable and responsible members of a global community.

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

Formal parent-teacher conferences are held twice a year. In the 18-19 school year they will be held November 14th, 2018 and April 10th 2019. Parents and teacher can also request an additional conference when the needs arises.

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

Parents receive report cards four times a year at the end of each quarter and a progress report four times a year a m id-quarter. In addition, parents can access student grades on the "Parent Portal".

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

The staff is available to meet with parents everyday by appointment. All staff member have emails addresses that parents can access.

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.

Each year a volunteer form is sent home to parents with various activities that they can volunteer for which include classroom activities. Once this form is returned we create a volunteer list and coordinate the activities.

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

Parents have a responsibility to get their children to school on time and on a regular basis. If children are going to be absent a call to the attendance clerk is required. Homework is assigned on a daily basis. Students write their homework don in an agenda book, parents are asked to sign off on homework once it is completed.

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

Parents are free to consult with the school by making an appointment with the staff member they wish to speak with. All staff members have an e-mail address where parents can contact them.

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

Students share the responsibility for improved academic achievement therefore, we encourage and speak to the students about good attendance, a positive attitude and being prepared for class.

**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.

Use PAC funds for parent training to increase parental support and increase student's academic progress. Training will be held throughout the school year.

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

Account(s) Description

Allocation

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

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

53405 **Supplies**  
In addition to supplies for parent program, please use this account to also purchase books for parents

|    |     |     |
|----|-----|-----|
| \$ | 400 | .00 |
|----|-----|-----|

only. Use this account for equipment with a per unit cost of less than \$500.

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|       |   |   |    |     |     |
|-------|---|---|----|-----|-----|
| 53205 | <b>Refreshments</b><br>Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops. | <table border="1" style="display: inline-table;"><tr><td style="width: 20px; text-align: center;">\$</td><td style="width: 100px; text-align: center;">500</td><td style="width: 20px; text-align: center;">.00</td></tr></table> | \$ | 500 | .00 |
| \$    | 500   | .00   |    |     |     |

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|       |   |  |    |      |     |
|-------|---|--|----|------|-----|
| 54125 | <b>Consultants</b><br>For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED) | <table border="1" style="display: inline-table;"><tr><td style="width: 20px; text-align: center;">\$</td><td style="width: 100px; text-align: center;">2181</td><td style="width: 20px; text-align: center;">.00</td></tr></table> | \$ | 2181 | .00 |
| \$    | 2181  | .00  |    |      |     |

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|       |  |  |    |        |     |
|-------|--|--|----|--------|-----|
| 54505 | <b>Admission and Registration Fees, Subscriptions and memberships</b><br>For Parents use only. | <table border="1" style="display: inline-table;"><tr><td style="width: 20px; text-align: center;">\$</td><td style="width: 100px; text-align: center;">Amount</td><td style="width: 20px; text-align: center;">.00</td></tr></table> | \$ | Amount | .00 |
| \$    | Amount   | .00  |    |        |     |

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|              |   |  |    |        |     |
|--------------|---|--|----|--------|-----|
| <p>54205</p> | <b>Travel</b><br>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. | <table border="1" style="display: inline-table;"><tr><td style="width: 20px; text-align: center;">\$</td><td style="width: 100px; text-align: center;">Amount</td><td style="width: 20px; text-align: center;">.00</td></tr></table> | \$ | Amount | .00 |
| \$           | Amount  | .00  |    |        |     |

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|              |  |  |    |        |     |
|--------------|--|--|----|--------|-----|
| <p>54565</p> | <b>Reimbursements</b><br>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. | <table border="1" style="display: inline-table;"><tr><td style="width: 20px; text-align: center;">\$</td><td style="width: 100px; text-align: center;">Amount</td><td style="width: 20px; text-align: center;">.00</td></tr></table> | \$ | Amount | .00 |
| \$           | Amount   | .00  |    |        |     |

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|              |  |  |    |        |     |
|--------------|--|--|----|--------|-----|
| <p>53510</p> | <b>Postage</b><br>Must be used for parent and family engagement programs only. | <table border="1" style="display: inline-table;"><tr><td style="width: 20px; text-align: center;">\$</td><td style="width: 100px; text-align: center;">Amount</td><td style="width: 20px; text-align: center;">.00</td></tr></table> | \$ | Amount | .00 |
| \$           | Amount   | .00  |    |        |     |

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|       |   |  |    |        |     |
|-------|---|--|----|--------|-----|
| 53306 | <b>Software</b><br>Must be educational and for parent use only. | <table border="1" style="display: inline-table;"><tr><td style="width: 20px; text-align: center;">\$</td><td style="width: 100px; text-align: center;">Amount</td><td style="width: 20px; text-align: center;">.00</td></tr></table> | \$ | Amount | .00 |
| \$    | Amount  | .00  |    |        |     |

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|       |   |  |    |        |     |
|-------|---|--|----|--------|-----|
| 55005 | <b>Furniture and Equipment</b><br>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. | <table border="1" style="display: inline-table;"><tr><td style="width: 20px; text-align: center;">\$</td><td style="width: 100px; text-align: center;">Amount</td><td style="width: 20px; text-align: center;">.00</td></tr></table> | \$ | Amount | .00 |
| \$    | Amount  | .00  |    |        |     |