



John W Garvy Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
02/07/2018	ILT	Introduction to CIWP planning process
02/13/2018	ILT	School Excellence Framework discussion
02/20/2018	ILT	SEF Prioritization based on feedback (staff, parent, LSC)
03/07/2018	ILT	Goal Setting; attended Network Workshop #2
03/14/2018	ILT	Determine strategies from priorities
03/21/2018	ILT	Create action steps in teacher teams
04/04/2018	ILT	Finalization of action steps
04/11/2018	ILT	CIWP reviewed by ILT for edits/revisions
04/18/2018	ILT	CIWP ready for LSC approval

School Excellence Framework

Culture of & Structure for Continuous Improvement	4 of 4 complete
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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

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The My Voice, My School Survey indicates that we have a strong collaborative culture. The Instructional Leadership Team (ILT) continues to synthesize data and grade level team information to provide support and direction for the Continuous Improvement Work Plan. There is a collective responsibility among team members to provide feedback to school staff derived from Professional Development provided by the network (CPS) and University Partners. Teachers in long term planning committees (listed below) provide instruction at weekly Prep with the Principal Grade Level Team meetings by analyzing data, engaging and developing Units by Design (UbD) using the Common Core State Standards (CCSS), incorporating social emotional learning, fostering a positive culture and climate, and promoting college and career readiness.

All school teams work independently of one another and are assigned to long term planning committees to execute CIWP goals. Committees include Instructional Leadership Team (ILT), Multi-Tiered Systems of Support (MTSS), Positive Behavior Intervention & Supports (PBIS), Behavioral Health Team (BHT), Student Ambassador Programs (We Are Garvy/Student Council), and Health and Wellness. There are several teacher teams organized with Principal support to establish grants and outside assistance from neighborhood stakeholders.

All staff members are engaged in goal setting sessions focusing on needs of all students, including the subgroups ELL and Diverse Learners based on data to set realistic and timely goals for student growth. Reflective conversations occur regularly to measure progress towards growth targets by responding and adjusting instruction when data shows a need for intervention or enrichment with targeted instruction strategies.

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"> ✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

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

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The Instructional Leadership Team provides and analyzes data for all stakeholders: Administration, LSC, and Staff. Data includes monthly and yearly attendance percentiles, focusing on students below 95%, data from standardized assessments for all students, and code of conduct infractions. Data is disseminated and presented at weekly Prep with the Principal Grade Level Team meetings for grade-level teams to develop actionable items and plan for implementation. The ILT members attend the Leadership Summit sessions provided by the district and present on staff professional development and flex days. Positive outcomes include above average student growth and well above student attainment in both reading and math, ranking the school as a Level 1+ school.

The long term goal established by the team is to ensure cohesiveness with standards, essential questions, and assessments. Based on ILT's protocol, teachers reflect on purpose of activities and effectiveness of lesson objectives with administration and grade level teams. Alignment and implementation of the CCSS/NGSS is a continued work in progress, with the Museum of Science and Industry partnership. A challenge exists for the ILT to meet more than once a month hindering the capacity for the ILT to continue and follow-up with colleagues on work presented to grade-level teams.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

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

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.

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Teachers, Administrators and Paraprofessionals attend Social Emotional Learning and Restorative Practice Professional Development throughout the school year. Teachers continuously attend conferences and seek professional development for specific learning opportunities regarding their area of expertise. Administration uses a 3-2-1 system acknowledging 3 areas of praise, 2 questions and 1 suggestion as informal observation feedback as well as conducts the REACH observations with fidelity.

Teachers utilize Google Drive to collaborate and communicate regarding planning, instructional support/ documentation of student successes, gaps in our educational programs, and trends in the learning environments. Administration provides structured agendas aligned to the CIWP. There are several National Board Certified teachers on staff and to address our growing ELL population, the majority of our teachers are ESL endorsed. Additional Professional Learning Communities focused on: implementation of our school wide PBIS (Positive Behavioral Intervention Support), Co-teaching models supporting Diverse and ELL learners, Chicago P-12 Math Collaborative, AAI(Agency, Authority and Identity) Summit and the Network 1 ELA Professional Learning Community.

An area of growth is the continuous need for peer coaching, informal classroom observations and vertical alignment. An area of improvement is also to create schedules and systems to conduct peer observations and coaching opportunities. Teacher support addressing changing classroom practices and coaching to assist teachers in their practice.

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"> ✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> ✓ Teaching the Teachers ✓ Making Better Use of Research ✓ Upcoming Professional Learning Opportunities ✓ Framework for Teaching PD Modules 	

Aligned Resources:

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

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priority subject areas.

We have a myriad of resources aligned to support the full-school day and the CIWP priorities. Teachers are assigned to positions based on endorsements and certifications, such as middle school math and Bilingual/ESL endorsements. Related Service Providers are effectively utilized in the general education classroom as they provide SEL support for students through the use of sensory integration tools and various Social Emotional Learning curriculums. Kindergarten is participating in the Stretch-n-Grow Program to promote health awareness. As technology plays an integral role in today's 21st century, we strive to increase Chromebooks so that each child may have opportunities for research. In addition, we have partnerships with Hubbard Street Dance Company, CircEsteem (a social emotional competency program through the use of circus arts), Staley the Bear Fitness Challenge, Playworks and Officer Friendly. All of these programs help to promote a healthy lifestyle and making positive life choices. Grants are awarded to supplement our budget and the PTA and Adopt-A-Classroom Community provide critical funding to enhance curriculum and programs. Teachers in our building have a high retention rate, with 100% of teachers reporting on the 5Essentials survey that they agree or strongly agree with the statement that they would not want to work in any other school.

An area of growth is the teacher input for hiring. A protocol can be made and shared with teachers. Teachers have formed a PLC for Language Arts and Science to vertically align resources and standards. All materials are ordered in a timely fashion and available to teachers to use with students the first day of school.

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
Measures	✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	Aligning Resources with Priorities: Focusing on What Matters Most
✓	Instructional Supports
✓	Strategic Source Vendor List
✓	CPS Instructional Time Guidelines: Elementary School Overview
✓	CPS Instructional Time Guidelines: High School Overview
✓	CPS Instructional Block Guidance: K-2 Literacy
✓	CPS Instructional Block Toolkit: Math

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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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.

Garvy School is rated a 1+ Good Standing school according to the 2016-2017 and 2017-2018 School Quality Rating Report. The Five Essentials Survey indicates Strong Ambitious Instruction, Strong Effective Leadership, and Strong Collaborative Teachers, Strong Involved Families and Neutral Supportive Environment. English and Language Arts teachers use a variety of materials for instruction such as novels, non-fiction periodicals (i.e., Scholastic, ReadWorks), leveled readers and Teacher Created Materials. Grade levels use similar instructional practices such as Daily 5 and ThinkCerca for English Language Arts. ThinkCerca supplements the reading program in grades 6-8 and enables teachers to differentiate instruction, use close reading and argumentative writing lessons. Teachers group students by ability, using NWEA RIT Score Data and/or DIBELS Reading Levels, and have stations for word work, writing, comprehension and student conferencing. Teachers in the primary grades progress monitor regularly to measure student growth and adjust instruction. Students in Kindergarten through third grade use the Words their Way curriculum as a spelling, phonics and vocabulary method to meet individual student needs. Fourth through Eighth grade uses a word study program teaching children how to decipher word meanings from Greek and Latin roots. They are also using the Fountas and Pinnell benchmark assessment kits to determine student baselines throughout the school year. The Go Math curriculum is implemented in Kindergarten through fifth grade; Connected Math is used in the sixth through eighth grades. Several grade levels are using BUILD, which is a program that mirrors the Daily 5 structure in Math. Teachers use the BUILD method by taking NWEA data to group students by ability and tailor instruction to fill gaps and enrich content for students at different levels. Eighth graders are enrolled in Algebra I, preparing for high school placement based on results from the end-of-year exam. Khan Academy, Front Row, Raz-Kids, and NewsELA are online programs that supplement the curriculum for intervention and enrichment. The Science department is working on vertical planning on the Next Science Generation Standards through the Museum of Science Industry partnership. Currently, we are working on getting grades 2-4 to continue this work next school year.

School-wide, teachers create high-quality interdisciplinary units using the Unit by Design (UbD) model. Planning is a collaborative effort between the general education, special education, bilingual, and ancillary teachers. We have continuously met in content area teacher teams to establish a scope and sequence vertically for instruction and an alignment of resources using Common Core State Standards to guide this process.

A need for a Writing curriculum scope and sequence Kindergarten through eighth grade continues to be a focus. Vertical alignment of resources and instruction is a goal to have completed within the next two years of this Continuous Improvement Work Plan (CIWP). Science teachers have integrated the Next Generation Science Standards, in grades 5-8 and continues to be an area of development for resources and planning in the intermediate and primary grades.

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"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices 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"> ✓ CPS Content Frameworks: Math, Science, Social Science, and Literacy ✓ CPS Literacy Scope and Sequence ✓ CPS Math Scope and Sequence Guidance ✓ Digital Citizenship Curriculum ✓ K-12 Financial Literacy Guide ✓ Personal Finance 3.0 Course ✓ Physical Education Scope & Sequence ✓ Health Education Scope & Sequence ✓ Interdisciplinary African & African American Studies Curriculum ✓ Interdisciplinary Latino and Latin American Studies Curriculum 	

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)

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Our parent groups, the PTA and Adopt-A-Classroom, play an integral role in providing materials and funding for classroom instruction. All classrooms are equipped with the latest technology: starboards, laptops, Chromebooks, document cameras, iPads, etc. All science, special education, and math classrooms have a Document Camera to use for demonstration and modeling. Second through eighth grade have at least one set of 30 Chromebooks for student use. Students in Kindergarten use iPads and 1st and 2nd grade have laptops for every two students. Novel sets are available for all grade levels and there is a book resource room containing multiple genres of leveled readers, both fiction and nonfiction. The school and classroom libraries are well-organized with a wide variety of genres and reading levels suitable to meet the needs of all learners. Our school fee covers the cost of supplemental materials and consumables used in the classrooms: Scholastic, workbooks, Constitution Book, etc. Teacher teams are researching to acquire language arts and science materials to support and enhance our instruction. Primary students use Words their Way word sorts and books for vocabulary and phonics instruction. Students have a math book and workbook in Kindergarten through 8th grade. Students use dissection tools in the science lab in 8th grade and all students use the FOSS Science curriculum, which is a hands-on curriculum. Funds are also allocated for the ancillary teachers to purchase art supplies, drama plays, instruments, puppets, and Physical Education equipment. There is an MTSS lab with a set of 35 Chromebooks for enrichment and intervention class and the computer lab is available for students with weekly scheduled classes. There are 35 desktops and printers to accommodate the students.

Guide for Instructional Materials

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none">✓ Cross-section of materials from a variety of content areas and grade levels✓ Evidence of scaffolding and differentiation for all students to access the content/skills✓ Description of materials in curriculum and/or lesson plans✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	<ul style="list-style-type: none">✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none">Ambitious InstructionSupportive Environment
MTSS Framework	<ul style="list-style-type: none">Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none">1.a. Demonstrating Knowledge of Content and Pedagogy1.b. Demonstrating Knowledge of Students1.c. Selecting Learning Objectives1.d. Designing Coherent Instruction
CPS Performance Standards for School	<ul style="list-style-type: none">A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none">✓ Universal Design for Learning Guidelines 2.0✓ UDL PD Modules✓ CPS Integrated Library System (S.O.A.R.)

Rigorous Student Tasks:

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

Score

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Our science curriculum is aligned to the Next Generation Science Standards (NGSS) with a strong focus on STEM. Kindergarten through fourth grade has implemented STEM within their Science curriculum. Guided Math instruction (such as BUILD) is used in the 3rd through 7th grade classrooms. Teachers differentiate instruction based on NWEA data and Kahn Academy pretests. MARS tasks include class activities and assessments that progressively challenge each individual student based on their ability level. Math talks promote mental math practice, shared strategies, and critique reasoning of others. Math talks are essential aspects in the classroom encouraging students to focus on the process rather than the answer. K-5 math classes are utilizing GoMath! which involves student tasks that are aligned to the Common Core Standards and Mathematical Practices.

In Reading, teachers are utilizing complex texts and focusing on using text evidence as reasoning for a claim and/or counterclaim. Citing text accurately through multi-grade progression is a work in progress. Teachers are implementing close reading strategies, cross-curricular leveled texts, and culturally relevant texts to meet the needs and interests of all learners. Students are engaged in the Daily 5 reading structure through the primary and intermediate grades. There is a strong emphasis on Greek and Latin roots to develop vocabulary beginning in the intermediate grades. In various grade levels, students engage in wax museum, history fair, reading fair, spelling bee, and geography bee.

The Arts staff, which include Visual Arts and Drama, provide purposeful tasks that align with Language Arts, Math, and other subjects.

Teachers would like to conduct peer observations to see practices in place to enhance the quality of teaching as well as the opportunity to visit other schools to explore other options for Best Practices.

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

Transitions, College & Career Access & Persistence:

Score

1 2 3 4

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)

The 8th grade students participate in a research-based curriculum, Pathways to Success Program, helping students identify pathways connecting their future goals to current effort in school and develop the self-regulatory strategies to succeed and prevent failure. The Student Council implemented College Craze Days, encouraging students and staff to promote college awareness by wearing college attire. Starting in Kindergarten continuing through 8th grade, students are given their future college graduation date printed on a laminated sign. This "Class of" sign follows them to their 8th grade graduation. College vocabulary/jargon bulletin board, managed by our PE teacher, promotes career readiness. 7th & 8th graders and parents are invited to participate in high school fairs, shadow days, and other high school orientations. Local, private, and public high schools present high school information and program options to the 8th graders. Eighth grade students have access to the Algebra program, providing them the opportunity to enroll for advanced courses in high school. The school counselor meets individually with each 8th grade student, and also invites parents, to create a plan for the high school application process in the beginning of their 8th grade year.

Our Health and Wellness Team plan numerous activities to promote a healthy lifestyle. Students participate in Staley Da Bear Fitness Challenge, Jump Rope for Heart, Mile Run Challenge and the Toews Challenge. Student Council plans school wide participation for Red Ribbon Week. Girls on the Run and Heart and Sole, grades 3-8, promotes positive choices, self-image, self-esteem, healthy choices, character, values, and dignity. The CircEsteem program for grade 5 promotes building self-esteem, challenging themselves, learning from their peers, and taking risks in a safe environment. Students are engaged in activities that promote teamwork, reflection, trust and communication. Extra curricular activities, team sports, and clubs provide students with opportunities to build teamwork, develop positive and effective work habits, create driven motivation, and persistence. Student athletes and club members are learning how to balance their academics, time management and organizational skills.

Guide for Transitions, College & Career Access & Persistence

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

down options.

- Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
- Applying to multiple colleges—generally three or more.
- Navigating financial aid and capitalizing on grant and scholarship opportunities.
- Equipping students and families with persistence strategies. (College Persistence Toolkit)
- Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

Score

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.

1 2 **3** 4

Teachers are well-versed in the development and planning of instruction for student understanding, mastery, and application of Common Core State Standards. Teachers use the Understanding by Design (UbD) framework to craft effective and engaging learning activities to complement formative and summative assessment. To engage students, teachers create high interest lessons, use hands on learning activities, scaffold their instruction, and utilize flexible groupings. In language arts, teachers utilize to Daily 5, novel sets and literature circles to enhance student learning. In mathematics, teachers implement a variety of systems including BUILD, Versatiles, Khan Academy, Moby Max and other math manipulatives to ensure access of curriculum for all students. Teachers use CCSS aligned instructional programs and online platforms that are differentiated and tailored to individual student RIT score/reading or math levels. The arts programs coordinate with core subject teachers on cross curricular activities. Our K-8 science curriculum is a hands-on curriculum where students are perform multiple lab activities per unit, investigations and diving deep into the concepts using the scientific method. The social studies curriculum utilizes local resources such as CNN Student News, TIME Magazine for Kids and Scholastic magazine to foster students' knowledge of the world around them.

Teachers base their practice on student data and create opportunities for students have voice and agency in their learning. In the 5Essentials Survey, Ambitious Instruction and Effective leaders are considered strong; an area of growth is in Supportive Environment which is Neutral.

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"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students
	3b. Using Questioning and Discussion Techniques
	3c. Engaging Students in Learning
	3d. Using Assessment in Instruction
	3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
	82. Observes and Evaluates Staff and Gives Feedback to Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	CPS Framework for Teaching with Critical Attributes
✓	CPS Framework for Teaching Professional Learning Modules
✓	CPS Framework for Teaching Professional Learning Opportunities
✓	Special Education Addendum
✓	English Language Learner Addendum

Balanced Assessment & Grading:

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

Score

1 2 **3** 4

Grading categories and weights are uniform within and across grade-level/ content areas. Teachers follow CPS guidelines for assignment quota as well as percentages for essentials classes. Teachers in all grade levels and content areas utilize rubrics to evaluate assignments inform instruction. Students are given the rubrics at the start of an assignment or task to understand the expectation of student mastery. Teachers create Units by Design (UbD) lessons focusing on student mastery, incorporating several formative assessments to determine student success throughout a unit. Teachers utilize a silver data folder in every grade level for every student to focus on long-term instructional plans for each individual learner.

An area of growth is to work together to build common assessments within a department or grade level, utilizing a strong scope and sequence course map outlining student achievement goals. Teachers need to utilize common protocols and put in place multiple measures to provide a more comprehensive picture of student learning.

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	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives
	1a. Designing Student Assessment
	3d. Using Assessment in Instruction
	4a. Reflecting on Teaching & Learning
CPS Performance Standards for School Leaders	4b. Maintaining Accurate Records
	81. 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

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Teachers provide the students with daily core instruction with support in Social Emotional Learning (SEL) at every grade level. A school wide Tier 1 behavior system, PBIS, is implemented with fidelity and provides every student with positive feedback and celebrations. All students receive weekly Tier 1 SEL instruction based on the Second Step lessons. Teachers have received professional development in CHAMPS, Restorative Practices, Peace Circles, etc. as a school wide initiative. The Behavioral Health Team (BHT) works with the Multi-Tiered Systems of Support Team (MTSS) to establish protocol for referring students for Tier 2 and 3 interventions.

The BHT has "Decision Rules" in place promoting Fun Friday for students who follow school expectations and for those students who require Tier 2 behavioral interventions, they attend Skill Building sessions during a missed Fun Friday session. During these sessions they meet with a teacher in a small group setting to reinforce the weekly Second Step lesson or an individually tailored lesson meeting their particular need. Students that have repeated infractions on the Progressive Pyramid (system) attend a Restorative Conference with the school counselor.

Primary and intermediate teachers instruct literacy using the Daily 5 model. Students' data is used to tier students at their individual reading levels using DIBELS/TRC. Primary and intermediate students are assessed using the Words Their Way spelling inventory to determine their learning path for vocabulary and spelling development. Fountas and Pinnell benchmark assessment kits are used in grades 3-8 to determine baseline data information of student learning levels. This information informs instruction by the grouping of students and determines what content standards to focus on. In Math, multiple grades throughout the building use a differentiated curriculum called BUILD that allows small group instruction. Math teachers use NWEA data to drive their instruction of BUILD and set up individualized Khan Academy plans for each student. Areas of improvement are to use the programs in place when lesson planning. Teachers will focus on personalized learning for tier 2 and 3 students, using a protocol established by the BHT and MTSS committee to determine eligibility for individualized education plans.

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
	1a. Demonstrating knowledge of content and pedagogy
	1b. Demonstrating Knowledge of Students
	1d. Designing Coherent Instruction
	2d. Managing Student Behavior
	3d. Using Assessment in Instruction
	3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	4b. Maintaining Accurate Records
	B3. MTSS Implemented Effectively in School

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

Score

1 2 **3** 4

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.

According to data from the Five Essentials survey, Garvy embodies a strong and supportive learning environment. The teachers have high expectations for all students, including those in our targeted subgroups. Through consistent goal setting and comprehensive curriculum, a mindset of college and career readiness is emphasized. There are several student-centered programs, including: Red Ribbon Week, Honor Roll, Perfect Attendance Recognition, Playworks - especially the Junior Leaders program, PBIS Fun Fridays/Skill Building Conferences, Gold Card incentives for grades 6 - 8 and EL after school program for grades 1 - 8. Second Step, a research-based social emotional curriculum, is included across all grade levels to promote student achievement, improve peer interactions and promote self understanding. Umoja lessons are utilized for skill building sessions and In-School Suspensions, instead of punitive practices for Student Code of Conduct violations. Teachers at every grade level are CHAMPS trained and PBIS team members have been trained in Restorative Practices to be point persons at their grade levels. Teachers stress the importance of goal setting for NWEA student achievement and attainment at the beginning and middle of the year. In addition, teachers in the primary grades progress monitor using DIBELS and TRC data to achieve individual student learning targets. Teachers conference with students individually and regroup throughout the school year based on pre and post test data, as well as district wide assessments and progress monitoring data. Math talks and Mars tasks are used in math classes across all grade levels to have students share their thoughts, extend their thinking, and commit to understanding real world application of math skills at higher learning levels. Overall, teachers hold very high expectations for students and the majority of our students gain understanding and promote positive behaviors throughout the school year.

Strategies for student ownership, the safe struggle to fail and persevere, and a higher order thinking are still areas to be improved upon.

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

Relational Trust:

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

Score

1 2 **3** 4

The 5 Essentials survey indicates a strong sense of teacher collaboration. Teachers have a deep sense of pride for their work and the classroom environment. Teacher to teacher trust is built through team building activities. Weekly communication is transmitted through The Week at a Glance and Bi-weekly voluntary staff meetings. Through Staff-Shout-Outs staff is being recognized for going above and beyond daily expectations. Teacher teams collaborate to plan Units by Design together and share concerns and celebrations with administration at weekly principal led grade level team meetings. Administration and counselor lead restorative practices, including peace circles, for students to restore relationships and learn alternative ways of handling difficult situations. Tier 2 students are referred through the Behavioral Health Team and given interventions such as Check-In/Check-Out with adult mentors to build teacher and student relationships. School-wide, teachers in all areas (general ed, DL, ELL, ancillary) advocate for students; nearly all go beyond what is required. Schoolwide Morning Messages has created a community feeling homeroom classes and are being student led so there is more autonomy and agency practice. Teachers in the building serve as peer mentors, especially at the grade level teams, for help with decision making, planning, board initiatives and compliance measures. The inclusion model is helping with build positive relationships, acceptance, and empathy between student to student and student to teacher within the classroom. Structured, research-based lessons are targeted at the 7th grade level to alleviate inappropriate social interactions and bullying. Student Council students learn about and serve the community in which they live. Students and families participate in programs such as peer mentoring, Girls on the Run/Heart and Sole, Feed My Starving Children, Multicultural Reading Night and Bilingual Parent Advisory Committee.

Unstructured times continue to be an area that needs monitoring, as well as respect for diversity and individual differences among students in middle and upper grades. Co-teaching is still a work in progress, with formal requirements of a job description still needed.

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

Student Voice, Engagement, & Civic Life:

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

Staff members and parent volunteers host a plethora of extracurricular activities that engage and connect the students to our school community. The programs focus on the academic and social development of our students and are offered for students school-wide. Team sports are offered to boys and girls in the intermediate and upper grades which include soccer, volleyball, cross-country, basketball, and cheer leading. Our sports teams focus on teaching students the importance of being a member of a team and foster healthy competition. Student Council, WE Club, Feed my Starving Children, the Bulldog Bazaar, Family Game Night, Fall Fest, History Fair, CircEsteem, Girls on the Run, Spirit Week and PBIS all school events are opportunities for students to participate in clubs and events which promotes civic engagement and a sense of community. The drama club produces two productions a year and has a cast of self-directed students responsible for composing, acting, directing, and managing the stage. Our garden club members help maintain our award-winning garden which serves as an outdoor classroom and meeting space for the community. Outside agencies are contracted to provide students with tuition-based instruction in band (Band-for-Today), art (Young Rembrandts). Out of School Time and Right At School after school programs as well as a character building (Good News Club).

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"> • MYHS Student Survey completion rates and results • Artifacts from student-run organizations and events (including SVCs) • Meeting minutes/agendas that include student participation • Policies regarding student engagement in decision making • Service learning reports and/or reflections of SL projects • Unit and curriculum maps, rubrics, assessment artifacts • Evidence of student work • Democracy School recognition
Measures	✓ Five Essentials – Supporting Environment
Five Essentials	Supporting Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Engaging Students in Learning
CPS Performance Standards for School Leaders	02. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HS 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

To ensure the highest level of safety, there is a school-wide behavior structure inherent in our PBIS matrix. School-wide PBIS behavior expectations also keep safety and order in and out of the classrooms; PAWS stands for P-Practice Respect, A-Achieve, W-Willing to Work and S-Safe and Security. ELSA (Evacuation, Lockdown, Shelter In Place and All Clear) signs are posted and distributed to all staff, ensuring compliance with emergency procedures. The Emergency Management Team/Plan is established at the beginning of every school year and entered into the Federal site. All safety and evacuation drills and routes are practiced annually in accordance with policy and posted in the classrooms; teachers use clipboards to report student accuracy when drills are conducted. Teachers are made aware of students with allergies and medical issues within the building. Emergency sheets are collected from families twice throughout the school year and a monthly newsletter and blast out reminders (i.e., phone calls, emails) for student safety are communicated. There are security cameras positioned throughout the building and at all entrances. Sprinkler system is throughout the building addition. There is a security guard posted at the main door with check-in and visitor passes requirements. For arrival, Kiss-N-Go is in place for student drop off with an efficient and orderly system established as well as a High-five system at dismissal in the primary grades. Primary students are escorted to office and parents are contacted when students are not picked up at dismissal. The assistant principal reports safety and security concerns to Local School Council monthly providing data on student infractions and violations of the Student Code of Conduct. Kiss N Go has created a safe one-way route for smooth morning drop off. A safety protocol has been enacted for random safety checks.

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

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

Score

1 2 **3** 4

As a Social Emotional Learning (SEL) Exemplary School, Garvy follows the Student Code of Conduct and aligns the school's discipline program with Chicago Public School's restorative philosophy. Garvy school's discipline approach is restorative rather than punitive, and a Tier 1 school-wide Positive Behavior Intervention and Support (PBIS) system is well established since 2012-2013. Garvy has a Behavioral Health Team (BHT), established in 2014-2015, comprised of several key stakeholders, including related service providers and administration. The BHT oversees restorative practices and discipline throughout the school with the help of the PBIS team. PBIS Tier 1 whole school incentives are an approach to promote and reinforce school wide expectations; incentives include: classroom links, student tickets and school wide assemblies. Students attend a weekly “Fun Friday” session to acknowledge positive choice making and there is a Bulldog Bazaar that students use incentive tickets earned throughout the year to purchase items. Students who do not follow the stated PBIS school-wide expectations are placed on a progressive pyramid that allows for parent communication and skill building sessions in place of Fun Friday. Students who violate the Student Code of Conduct (SCC) multiple times are placed on a pyramid and attend Restorative Conferences with the school counselor or administration to correct the undesired behavior and repair social and emotional damage caused. Tier 2 restorative practices in place include: Peace Circles, Check-In Check-Out, Restorative Conferences, Social Work for Diverse Learners, Counseling for General Education Students, SSGRIN (Social Skills Groups for Primary grades), and other Tier 2 Intervention groups. Parents are included in the discipline/restorative process and frequently communicated with regarding policy and student behavior.

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

Parent and Family Partnership:

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

Score

1 2 3 4

The Five Essentials Survey indicates positive partnerships in the areas of Involved Families (very strong) and School Community (strong). We have very active parent groups including: Garvy PTA, Bilingual Advisory Council, Adopt-A-Classroom, and LSC. At the beginning of the school year, parents are invited to attend a Meet and Greet with teachers to properly kick-off the school year as well as attend a Curriculum Night/Open House to address the curriculum goals for the school year. The PTA also hosts a Back-To-School Movie Night. As the school year continues, there are several events planned to engage the community: Barnes and Nobles Reading Night, Fall Fest, Math/Science Night, Tunes on the Turf, and the Annual Fundraising Auction. Parents are actively engaged as volunteers for school sponsored events: Fall Fest, Walk-A-Thon, Holiday Happenings, Auction, Classroom Field trips, Room Parents, Kiss-N-Go, and Field Day. Demonstrating the strong commitment to school collaboration, approximately 200 families and staff members are members of the PTA. Parents also contribute financially through the Adopt-A-Classroom Teacher Wish List Program, and PTA sponsored fundraisers. Both organizations supplement the school budget contributing to access of technology, school assemblies, beautification projects, and classroom supplies and materials. Administration works in tandem with parents to provide educational programs such as Raising Resilient Children, and Screenagers movie nights. The school and parents engage in ongoing communication through the use of Week at a Glance parent emails, Monthly Newsletters, Robo-Calls, the new digital marquee provides daily up to date information on Foster Avenue and monthly Garden Teas with the Principal. Class Dojo, Classroom Newsletters, Social Media platforms (Twitter and Facebook), regularly scheduled conferences and annual IEP meetings are also available to families. Majority of parents successfully have access to Parent Portal to monitor their child's academic progress and have access to the school website for updates. Both of the school office clerks are bilingual, fluent in the languages of Polish and Spanish to accommodate our diverse population. The school website is maintained regularly and provides updates on school activities and announcements. Parents receive notifications via email blasts and Blackboard Robo-calls. A monthly family newsletter published by the administration is sent home with students and it also available electronically keeping parents abreast of school news and activities.

Guide for Parent and Family Partnership

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of communication methods and content
	✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
	✓ Outreach efforts
	✓ Documentation of responsiveness to Parent Support Center concerns raised
	✓ Event agendas, flyers
Measures	✓ Fundraising activities and amounts (if applicable)
	✓ How does the school honor and reflect the diversity of families including language and culture?
	✓ Five Essentials Score – Involved Families
	✓ My Voice, My School Survey scores – outreach to parents, parent-teacher trust
	Five Essentials Involved Families
MTSS Framework: Family & Community Engagement	
CPS Framework for Teaching 2c. Managing Classroom Procedures 4c. Communicating with Families	
CPS Performance Standards for School Leaders D1. Engage Families	
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Parent Support Centers	
✓ Parent University	
✓ Parent Portal	

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus \emptyset = Not of focus
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	Culture of & Structure for Continuous Improvement: Professional Learning	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: Relational Trust	1 2 3 4 5 \emptyset
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 \emptyset
4	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: Parent and Family Partnership	1 2 3 4 5 \emptyset
4	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 \emptyset
4	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 \emptyset

Goals

Required metrics (Elementary)

15 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
These would be the scores needed to get to the recommended SQRP.	78.00	64.00	90.00	67.00	70.00

National School Growth Percentile - Math

These would be the scores needed to get to the recommended SQRP.	65.00	73.00	90.00	81.50	90.00
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% of Students Meeting/Exceeding National Ave Growth Norms

These would be the scores needed to get to the recommended SQRP.	63.80	63.00	60.00	66.50	70.00
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African-American Growth Percentile - Reading

(Blank)	(Blank)	(Blank)	0.00	0.00	0.00
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Hispanic Growth Percentile - Reading

These would be the scores needed to get to the recommended SQRP.	73.00	60.00	80.00	65.00	70.00
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English Learner Growth Percentile - Reading

These would be the scores needed to get to the recommended SQRP.	76.00	97.00	80.00	83.50	70.00
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Diverse Learner Growth Percentile - Reading

These would be the scores needed to get to the recommended SQRP.	71.00	46.00	30.00	48.00	50.00
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African-American Growth Percentile - Math

(Blank)	(Blank)	(Blank)	0.00	0.00	0.00
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Hispanic Growth Percentile - Math

These would be the scores needed to get to the recommended SQRP.	53.00	63.00	90.00	66.50	70.00
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English Learner Growth Percentile - Math

These would be the scores needed to get to the recommended SQRP.	91.00	86.00	93.00	78.00	70.00
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Diverse Learner Growth Percentile - Math

These would be the scores needed to get to the recommended SQRP.	47.00	31.00	60.00	40.50	50.00
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National School Attainment Percentile - Reading (Grades 3-8)

These would be the scores needed to get to the recommended SQRP.	86.00	87.00	95.00	88.50	90.00
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National School Attainment Percentile - Math (Grades 3-8)

These would be the scores needed to get to the recommended SQRP.	83.00	85.00	95.00	87.50	90.00
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National School Attainment Percentile - Reading (Grade 2)

These would be the scores needed to get to the recommended SQRP.	95.00	92.00	97.00	91.00	90.00
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National School Attainment Percentile - Math (Grade 2)

These would be the scores needed to get to the recommended SQRP.	91.00	77.00	97.00	83.50	90.00
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% of Students Making Sufficient Annual Progress on ACCESS

(Blank)	45.50	(Blank)	50.00	51.00	52.00
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Average Daily Attendance Rate

Students receiving instruction delivered by the classroom teacher.	95.70	95.70	96.00	95.85	96.00
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My Voice, My School 5 Essentials Survey

Continue practices, programs, and learning opportunities which designate Garvy as a Well-Organized School.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

0 of 0 complete

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

Strategy 1

If we do...

...then we see...

...which leads to...

strengthen the level of effective communication between all Garvy school stakeholders and further integrate Tier 1 school wide interventions

evidence of a more respectful, trusting, and supportive school environment, where parents are more involved and teacher to student and teacher to teacher trust (currently at a "Strong" rating in the 5Essentials Survey)

a "Very Strong" rating in the supportive instruction portion of the 5Essentials Survey.

Tags:

Teacher-teacher trust & support, Tier 1, Parent communication

Area(s) of focus:

1

Action step

Responsible

Timeframe

Status

Increase opportunities for parents to attend Parent University Workshops and school sponsored family events, such as Back to School Bash, Supply Drop Off, Quarterly Parent Seminars, International Night, Monthly Family "Free" Nights and parents invited to join school committees such as Allergen Committee, Welcoming Committee and Kiss-N-Go volunteers. Communication via multiple sources (e.g. Twitter, school website, weekly emails to parents of the next week's upcoming events), and incorporating incentives for families who attend school functions or participate in school initiatives.

Administration,
Teachers

Aug 27, 2018 to
Jun 26, 2020

On-Track

Family and Community Engagement, Parent involvement

Further strengthen supportive relationships between staff and students by creating opportunities for students to have positive interactions with their peers and students across other grade levels, i.e. Student Mentors, Junior Coaches, Bulldog Buddies, Advisory time in 6-8th grade, Fun Friday mixed grade levels with team building and PBIS Gold Card Event, and Student Patrol.

PBIS, BHT, GLTs,
Admin, WE Club,
Student Council

Aug 27, 2018 to
Jun 28, 2019

On-Track

Relational trust, Peer to peer interaction

Committed use of Second Step Curriculum, Morning Meeting, Calm Classroom and Restorative Practices in place of punitive discipline by providing structured opportunities for students to engage in dialogue and learn about individual differences and the practice of social emotional skills.

BHT, Admin,
Teachers

Aug 27, 2018 to
Jun 26, 2020

On-Track

Social emotional learning

Increase trust and collaboration among staff members and ensuring staff trust their school leaders with a newly established Sunshine (Social) Committee,celebrating and publicly sharing the accomplishments and positive interactions of the Garvy Community through bi-weekly voluntary staff meetings promoting transparency in administrative decisions, the PPC/PPLC, and by developing a shared leadership structure that allows staff to work together toward school improvement.

Sunshine Committee, Admin, PPC, PPLC

Aug 27, 2018 to Jun 28, 2019

On-Track

Relational trust

Add safety and security measures for students and staff to feel safe when at school by developing a comprehensive plan for all visitors and areas of the building throughout the school day. Security Guard Schedule established, including updated building entry procedures.

Administration; Security

Aug 27, 2018 to Jun 26, 2020

On-Track

Safety and security

Strategy 2

If we do...

support teachers with resources and purposeful professional learning communities with structured time for teachers to collaborate

...then we see...

teachers engaged in collegial coaching and learning, and collaborative planning

...which leads to...

both a vertically and horizontally aligned curriculum school-wide and improved teacher practice evidenced by CPS Framework for Teaching in the areas of 1a and 1d and growth on NWEA.

Tags:

Plc, Collaborative teachers, Component 1d, Component 1a

Area(s) of focus:

2

Action step

Promote and engage teachers and staff to effectively build systems to improve professional capacity by providing ongoing support and opportunities for peer reflection and feedback via surveys and professional development brought to the school from administration supported through the Network and District.

Responsible

Administration

Timeframe

Aug 27, 2018 to Jun 28, 2019

Status

Not started

Professional development, Collaborative teachers

Camaraderie built among staff through team building activities, differentiated Professional Development; admin will use staff surveys and work production to determine staff professional learning needs. Professional development will consist of Workshop Model approach to teaching and one on one conferencing with students.

ILT, Admin

Aug 27, 2018 to Jun 28, 2019

Not started

Workshop model

Streamlined/Focused peer observations to showcase teacher work - Peer to peer observations/conversations of best practices (during PWP time, you can observe another teacher with a focus skill/plan 2 observations total- 1 per semester-all staff) observing the workshop model

ILT

select

Behind

Informal walk-through and peer observations

Observations with other Network 1 schools to observe their workshop model strategies and structures.

Admin, Teachers, ILT

Aug 27, 2018 to Jun 28, 2019

Not started

Observations with plc schools

Participate in Professional Learning Communities (at both Garvy and other Network 1 schools) to allow for opportunities for grade levels to talk (Reading and Science have a PLC established) as well as admin/Network principals.
Attend professional learning geared toward the teacher's specialty (staff 2 by end of each school year)

GLT, GBT, ILT

Aug 27, 2018 to
Jun 28, 2019

On-Track

Curriculum maps, Professional learning communities

Strategy 3

If we do...

develop a balanced, vertically and horizontally aligned literacy, math, and science curriculum supported by technology and the arts

...then we see...

cohesive instruction and balanced assessments aligned to Common Core Standards school wide

...which leads to...

continued student growth and attainment as made evident by NWEA targets of 70% in Reading Growth and 90% in math growth, as well as 75% of our students at/above grade level in TRC data, and an improvement in ratings for CPS Framework for Teaching components 1a, 1c and 3d.

Tags:

Balanced grading and assessment, Vertical alignment, Component 3d, Component 1a

Area(s) of focus:

3

Action step

Develop a standards-based scope and sequence to identify content mastery at a specific grade level and across grade levels.

Responsible

Grade Level Teams and Grade Band Teams

Timeframe

Aug 27, 2018 to
Jun 28, 2019

Status

On-Track

Scope and sequence

Identify in each grade level's Scope and Sequence anchor texts, supplementary materials, assessments and tasks aligned to the Common Core State Standards in English Language Arts and Mathematics and the Next Generation Science Standards in Science, eliminating gaps in instruction and repetition of same skills.

Grade Band Teams and ILT

Aug 27, 2018 to
Jun 28, 2019

On-Track

Next generation science standards, Common core standards

Using the Workshop Model, teachers will develop structured Mathematics, Science and English/Language Arts and Arts programs incorporating writing into all areas of curriculum.

ELA PLC and K-8 ELA teachers; Administration

Aug 27, 2018 to
Jun 28, 2019

On-Track

Writing, 1, Workshop model

Adopt and implement a student led goal setting conference system using the Workshop Model in all core content areas (ELA, Math, Science and Arts) by using formative and summative assessment data in reaching student growth and attainment goals.

Teachers and Administration

Jun 25, 2018 to
Jun 26, 2020

On-Track

Student, One to one conference

Utilizing online programs to progress monitor and enrich/differentiate instruction will engage all learners (EL, DL, etc.) and extend opportunities to acquire the skills and learning tools needed for real world and meaningful learning.

MTSS, Grade Level Teams

Aug 27, 2018 to
Jun 26, 2020

On-Track

English Learners, Diverse learners

Action Plan

Strategy 1

ON-TRACK

Increase opportunities for parents to attend Parent University Workshops and school sponsored family events, such as Back to School Bash, Supply Drop Off, Quarterly Parent Seminars, International Night, Monthly Family "Free" Nights and parents invited to join school committees such as Allergen Committee, Welcoming Committee and Kiss-N-Go volunteers. Communication via multiple sources (e.g. Twitter, school website, weekly emails to parents of the next week's upcoming events), and incorporating incentives for families who attend school functions or participate in school initiatives."

Aug 27, 2018 to Jun 26, 2020 - Administration, Teachers

Status history



ON-TRACK

Oct 11, 2018

Evidence

NOT STARTED

May 01, 2018

Evidence

My Voice, My School Parent portion of the survey; Increased family attendance of school events seen in sign-in sheets.

ON-TRACK

Further strengthen supportive relationships between staff and students by creating opportunities for students to have positive interactions with their peers and students across other grade levels, i.e. Student Mentors, Junior Coaches, Bulldog Buddies, Advisory time in 6-8th grade, Fun Friday mixed grade levels with team building and PBIS Gold Card Event, and Student Patrol."

Aug 27, 2018 to Jun 28, 2019 - PBIS, BHT, GLTs, Admin, WE Club, Student Council

Status history



ON-TRACK

May 01, 2018

Evidence

Rating on 5Essentials Survey; MyVoice, MySchool Survey; SEL Exemplary Status, Student Surveys, Parent Focus Group surveys

ON-TRACK

Committed use of Second Step Curriculum, Morning Meeting, Calm Classroom and Restorative Practices in place of punitive discipline by providing structured opportunities for students to engage in dialogue and learn about individual differences and the practice of social emotional skills."

Aug 27, 2018 to Jun 26, 2020 - BHT, Admin, Teachers

Status history



ON-TRACK

May 01, 2018

Evidence

Decrease in Discipline Student Code of Conduct Violations in Categories 3 and 4 by 15%; Rating on 5Essentials Survey; MyVoice, MySchool Survey; SEL Exemplary Status

ON-TRACK

Increase trust and collaboration among staff members and ensuring staff trust their school leaders with a newly established Sunshine (Social) Committee, celebrating and publicly sharing the accomplishments and positive interactions of the Garvy Community through bi-weekly voluntary staff meetings promoting transparency in administrative decisions, the PPC/PPLC, and by developing a shared leadership structure that allows staff to work together toward school improvement."

Aug 27, 2018 to Jun 28, 2019 - Sunshine Committee, Admin, PPC, PPLC

Status history



May 1

ON-TRACK

May 01, 2018

Evidence

5Essentials Survey; Principal Evaluation; School Climate Standards Self-Assessment, PPC and PPLC Reports

ON-TRACK

Add safety and security measures for students and staff to feel safe when at school by developing a comprehensive plan for all visitors and areas of the building throughout the school day. Security Guard Schedule established, including updated building entry procedures."

Aug 27, 2018 to Jun 26, 2020 - Administration; Security

Status history



May 1

ON-TRACK

May 01, 2018

Evidence

5Essentials Student portion of Survey, MyVoice, MySchool Parent Survey, Principal Evaluation

Strategy 2

NOT STARTED

Promote and engage teachers and staff to effectively build systems to improve professional capacity by providing ongoing support and opportunities for peer reflection and feedback via surveys and professional development brought to the school from administration supported through the Network and District."

Aug 27, 2018 to Jun 28, 2019 - Administration

Status history



May 1

NOT STARTED

May 01, 2018

Evidence

Collaborative teachers as evidenced by the 5Essentials; SQRP attainment and growth

NOT STARTED

Camaraderie built among staff through team building activities, differentiated Professional Development; admin will use staff surveys and work production to determine staff professional learning needs. Professional development will consist of Workshop Model approach to teaching and one on one conferencing with students."

Aug 27, 2018 to Jun 28, 2019 - ILT, Admin

Status history



May 1

NOT STARTED

May 01, 2018

Evidence

5Essentials, PD Agendas, School-Wide Scope & Sequence

BEHIND

Streamlined/Focused peer observations to showcase teacher work - Peer to peer observations/conversations of best practices (during PWP time, you can observe another teacher with a focus skill/plan 2 observations total- 1 per semester-all staff) observing the workshop model"

- ILT

Status history



May 1

BEHIND

May 01, 2018

Problem

5Essentials, Evidence Tool used in rounds

Root Cause

Next steps

NOT STARTED

Observations with other Network 1 schools to observe their workshop model strategies and structures."

Aug 27, 2018 to Jun 28, 2019 - Admin, Teachers, ILT

Status history



NOT STARTED

May 01, 2018

Evidence

SQRP, Evidence Tool used in rounds

ON-TRACK

Participate in Professional Learning Communities (at both Garvy and other Network 1 schools) to allow for opportunities for grade levels to talk (Reading and Science have a PLC established) as well as admin/Network principals. Attend professional learning geared toward the teacher's specialty (staff 2 by end of each school year)"

Aug 27, 2018 to Jun 28, 2019 - GLT, GBT, ILT

Status history



ON-TRACK

May 01, 2018

Evidence

SQRP, Evidence Tool used in rounds, Agendas, Content Area Curriculum Maps

Strategy 3

ON-TRACK

Develop a standards-based scope and sequence to identify content mastery at a specific grade level and across grade levels."

Aug 27, 2018 to Jun 28, 2019 - Grade Level Teams and Grade Band Teams

Status history



ON-TRACK

May 01, 2018

Evidence

Curriculum Maps with Scope and Sequence at every grade level in core content areas (ELA, Math, Science)

ON-TRACK

Identify in each grade level's Scope and Sequence anchor texts, supplementary materials, assessments and tasks aligned to the Common Core State Standards in English Language Arts and Mathematics and the Next Generation Science Standards in Science, eliminating gaps in instruction and repetition of same skills."

Aug 27, 2018 to Jun 28, 2019 - Grade Band Teams and ILT

Status history



ON-TRACK

Oct 11, 2018

Evidence

NOT STARTED

May 01, 2018

Evidence

Detailed Unit by Design Lesson Plans representing the Scope and Sequence at every grade level in core content areas (ELA, Math, Science)

ON-TRACK

Using the Workshop Model, teachers will develop structured Mathematics, Science and English/Language Arts and Arts programs incorporating writing into all areas of curriculum."

Aug 27, 2018 to Jun 28, 2019 - ELA PLC and K-8 ELA teachers; Administration

Status history



ON-TRACK

Oct 11, 2018
Evidence

NOT STARTED

May 01, 2018
Evidence
3-2-1 Informal Teaching Round evidence sheets

ON-TRACK

Adopt and implement a student led goal setting conference system using the Workshop Model in all core content areas (ELA, Math, Science and Arts) by using formative and summative assessment data in reaching student growth and attainment goals."

Jun 25, 2018 to Jun 26, 2020 - Teachers and Administration

Status history



ON-TRACK

May 01, 2018
Evidence
Student made portfolios; Student made goal sheets; Parent Conference led by the student in grades 6-8;

ON-TRACK

Utilizing online programs to progress monitor and enrich/differentiate instruction will engage all learners (EL, DL, etc.) and extend opportunities to acquire the skills and learning tools needed for real world and meaningful learning."

Aug 27, 2018 to Jun 26, 2020 - MTSS, Grade Level Teams

Status history



ON-TRACK

May 01, 2018
Evidence
F&P student baseline assessments in 3rd-8th ELA; TRC data; MTSS tool; Comprehensive unit plans; SQRP Attainment and Growth

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 the 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.

DNA

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

DNA

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.

DNA

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.

DNA

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.

DNA

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.

DNA

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.

DNA

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.

DNA

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.

DNA

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.

DNA

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)

School Does Not Receive NCLB funds

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.)

DNA

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.

DNA

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

DNA

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

DNA

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.

DNA

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

DNA

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

DNA

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).

DNA

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.

DNA

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

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 0 .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 0 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 0 .00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ 0 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ 0 .00
<p>54205</p>	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ 0 .00
<p>54565</p>	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ 0 .00

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

Must be used for parent and family engagement programs only.

\$	0	.00
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53306

Software

Must be educational and for parent use only.

\$	0	.00
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55005

Furniture and Equipment

Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.

\$	0	.00
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