



Peter A Reinberg Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
01/17/2018	ILT & Climate and Culture	Intro and Planning
01/31/2018	ILT & Climate and Culture	SEF Planning for 2/2
02/02/2018	All Staff	SEF Data Gathering
02/07/2018	LSC	SEF Data Gathering
01/10/2018	LSC	Intro and Planning
02/07/2018	ILT	SEF and Prioritization

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1 2 3 4

Shared vision of success:

- Most teachers are aware of the school's mission. However, the vision is less familiar to staff.

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	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> 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:

Score

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

1 2 3 4

- ILT should look at more diversified student work/ data. Currently, NWEA/ mClass/ TRC data is generally all that is analyzed by the ILT.
- A set protocol is needed when analyzing student test scores. Also, the data should be disaggregated for SPED/ ELs.
- More grade levels should be represented on the ILT.
- More frequent/ regular ILT meetings are recommended (2-4 times per month).
- Faculty outside of the ILT needs to be more fully informed and engaged by sharing out ILT meeting agendas/ notes.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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 ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	<ul style="list-style-type: none"> ✓ Five Essentials: Instructional Leadership
Five Essentials	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	
	<ul style="list-style-type: none"> ✓ Instructional Leadership Team Planning Tools ✓ PLC and Mentoring Coaching Resources

Professional Learning:

Score

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

1 2 3 4

Professional Learning:

- Although teacher and student data is used to plan professional learning, there is a lack of faculty choice and follow-up support. Professional learning is generally whole staff as opposed to differentiated to individual teacher levels.
- Teachers are not the ones to usually initiate opportunities for professional growth.
- Teachers are developing the habit and rapport of providing and accepting support and feedback from colleagues through peer-observations
- More time and opportunities are needed to make 'safe practice' an integral part of professional learning. Teachers feel that initiatives are too often introduced and not followed-up with reflection, support, and feedback.
- At this time, REACH observations are the only explicit means of monitoring implementation of professional learning.

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"> ✓ SQR Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	82. Observes and Evaluates Staff and Gives Feedback to Staff 86. 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 priority subject areas.

Score

1 2 **3** 4

Design a school day that is responsive to student needs (4)
 Breakfast (food), need is met
 After school program, before school program homework help, EL tutoring
 Some staff stay later (upper grades) help tutoring and early morning on their own time
 MTSS tiered system to meet student needs that are T2 and T3
 Inclusion classrooms- 1 per grade level DLs are included in classroom that provides exposure to general education curriculum
 Use CPS Instructional Time Guidelines (schedules)- we are all given a time distribution schedule at the beginning of the school year to ensure guidelines are met
 Instructional Block Guidelines?
 Align the budget to the CIWP priorities and the mission of the school (3)
 Primary math program (enVision) that has accommodations for ELs and DLs
 Primary reading program (CAFE w/Daily 5) brain research for teaching literacy
 Razkids at students' reading levels and Spanish language
 Reading A-Z subscriptions
 Brain Pop Jr. videos explaining topics in both English and Spanish language
 Mathletics teaching math strategies and practicing math fluency
 Upper grades Spanish texts in mathematics
 NWEA Missions teacher assigns missions to students in areas of need
 Newsela articles at students' reading levels and different languages
 Donor's Choose individual teachers create their own classroom grants
 Streamline purchase procedures to minimize lapses between ordering and receiving materials (3)
 Needs to have a surplus or backup of materials like ink toner for printers
 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 (2)
 We need a way to determine whether or not resources are actually being used. Sometimes there are new books, paid subscriptions, materials that are not being used. These should be evident in lesson plans or staff surveys
 Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates (1)
 We do not have something that we are aware of
 Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths (3)
 Each grade level is balanced, we follow teacher licence requirements
 Hired Arabic speaking student
 In the process of hiring EL/DL
 Effectively utilize Related Service Providers at the classroom level (4)
 Speech, OT, PT, are receiving services
 Use data including teacher evaluations and exit interviews to inform a retention strategy (1)
 We do not have exit interviews (that we know of)
 SEL newsletter in the making
 Peace circles this year
 Survey- My Voice, My School
 Internal-use survey that will not lower our school rating report
 Make outreach efforts to engage community members as partners and resources (3)
 Karate, chess classes
 International Week guests
 BAC meetings?
 PTC
 Ms. Ochoa's group LAPIZ
 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (2)
 Ms. Ochoa's group LAPIZ2
 Special Olympics

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
Measures	✓ Evidence of effectiveness of the services that community-based organizations provide
	✓ Budget analysis and CIWP
	✓ 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 Toolkits: Math

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Score

1 2 **3** 4

*Used True Math Dimensions to guide the learning walks in 2017 for the Targeted Instructional Area Strengths from Learning walks: Access for DL, ELL & High Performing students
Weaknesses from Learning walks: Assessment, inconsistency on strategy implementation & rigor, Instruction responding to student thinking or emerging misconceptions

*Breadth & Depth - teachers discussed what curriculum they used to drive their scope and sequence. The conversation was documented in a chart. What emerged from the conversation is that:
-- Science in the primary grades is not aligned to the new NGSS standards but middle school science IS aligned.
-- The whole school met to collaborate on vertically aligning mathematics instruction in spring 2017.
-- The instruction in ELA is vertically aligned because the skills are revisited each year with more complex texts. Moreover, there is a plan to work on vertical alignment of ELA across the school in Spring 2018.

*5 Essentials Survey
-Collaborative Teachers- Neutral
Working toward improvement in this area
-Effective Leaders- Neutral
-Ambitious Instruction- Strong

*SQR
-Attainment
2016 3 out of 4 areas were Level 2
2017 1 out of 4 areas are Level 2, others are Level 1!

-Growth
2017 Reading Level 1+
2017 Math- Diverse Learner Growth is a Level 2, Other Areas Level 1
GREAT IMPROVEMENT IN ALL AREAS FROM 2016

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	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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

- ✓ [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)

Score

1 2 **3** 4

Teachers reported varying strategies for documenting scaffolding / differentiation for all students to access the content / skills. Some teachers write weekly lesson plans and others write unit plans. The level of detail in each of these planning strategies varies greatly from teacher to teacher.

In the Proficiency Analysis Report Summary from REACH Data of teacher reports: OVERALL Staff is Proficient within the first domain (1a - 1d).

*5 Essentials Survey

Ambitious Instruction: Strong

- English Instruction (41 - Neutral)
- Math Instruction (88 - Very Strong)
- Academic Press (71 - Strong)
- Quality Of Student Discussion (73 - Strong)

Supportive Environment: Neutral

- Peer Support for Academic Work (46 - Neutral)
- Academic Personalism (51 - Neutral)
- Safety (58 - Neutral)
- Student-Teacher Trust (56 - Neutral)

*SQR

-Attainment

2016 3 out of 4 areas were Level 2

2017 1 out of 4 areas are Level 2, others are Level 1!

-Growth

2017 Reading Level 1+

2017 Math- Diverse Learner Growth is a Level 2, Other Areas Level 1

GREAT IMPROVEMENT IN ALL AREAS FROM 2016

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"> ✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	<ul style="list-style-type: none"> Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School	<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

1 2 3 4

The team reviewed a cross-section of student work from a variety of content areas and grades. Some of the work demonstrated rigorous expectations for students whereas other examples were more demonstrative of skill and drill (practice). During the learning walks focused on math instruction last year, the strengths were access for DL, ELL & High Performing students and the weaknesses were Assessment, inconsistency on strategy implementation & rigor, Instruction responding to student thinking or emerging misconceptions.

*SQRP

-Attainment

2016 3 out of 4 areas were Level 2

2017 1 out of 4 areas are Level 2, others are Level 1!

-Growth

2017 Reading Level 1+

2017 Math- Diverse Learner Growth is a Level 2, Other Areas Level 1

GREAT IMPROVEMENT IN ALL AREAS FROM 2016

*5 Essentials Survey

Ambitious Instruction: Strong

• English Instruction (41 - Neutral)

• Math Instruction (88 - Very Strong)

• Academic Press (71 - Strong)

• Quality Of Student Discussion (73 - Strong)

CPS Framework from Teaching:

1d -

2b -

3b -

3c -

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	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	Ambitious instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 1.d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Teaching for Robust Understanding in Mathematics (TRU Math) ✓ Math Practices: What to Look for Observation Tool ✓ Checking In: Do Classroom Anticipations Reflect Today's Higher Standards? ✓ Student Work Protocol (SQAP) ✓ Slice Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

Score

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

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Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, CTE recruitment fairs, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals. Expose students to CTE Pathways around career options
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.
 - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 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 ✓ Artifacts, 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. Creates 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 Advisory Framework ✓ Preventing college plans from melting away ✓ To & Through Toolkit ✓ Redefining College & Career Readiness ✓ College Scorecard 	<ul style="list-style-type: none"> ✓ CPS College Persistence Toolkit ✓ Meaningful Linkages Between Summer Programs, Schools, and Community ✓ From HS to the Future (CCSR, 2006)
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 2 **3** 4

Staff agrees that there has been a lot of focus on improving instructional practices across content areas. School wide professional development around Understanding by Design (UBD). UBD framework used to create unit plans, which consider: big ideas, differentiation, languages demands, various types of assessments, performance tasks which allow for real world application of knowledge. Continued professional development in Math instruction which guide teachers in creating a learning environment where students take ownership of learning and develop critical thinking skills through discussion, questioning and opportunities to explore inquiries. Professional development provided for members of each grade level up to 4th grade in Science (Next Generation Science). Primary grades attended a series of professional development with the goal of espousing a balanced literacy approach and effectively incorporating guided reading into literacy block.

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"> ✓ SGRF Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	<ul style="list-style-type: none"> Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ 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

We use multiple measures of assessment including BOY and MOY Reach assessments, DIBELS, TRC, mClass, NWEA, MARS Tasks (which are CCSS aligned). ACCESS testing is used to measure EL students progress.

Pre-K uses Teaching Strategies Gold which is curriculum based and done individually with students 3x a year.

Grades K- 2, use weekly DIBELS and TRC for reading, and mClass for math. Grades 3-5 use Aimsweb. Grades 6-8 have no standard program for progress monitoring in math. In math, the upper grades use Mathletics and curriculum based assessments.

For screening NWEA RIT scores are used to identify gaps. ELA uses Newsela for progress monitoring.

Math curriculum has been updated to reflect CCSS (Envision).

Literacy curriculum in grades K-5 is supplemented with Treasures. Grades 6-8 uses teacher created assessments aligned to CCSS.

We have ACCESS testing to assess ELs.

We have ample access to assessment data school wide and regularly discuss implications on instructional effectiveness during GLMs.

Common assessments are used throughout the different grade levels. Grades K-5 have the same grading scale and spend time analyzing student work during GLMs. Grades 6-8 use similar assessments but do not collectively analyze student work by department.

We use a standard grading system that reflects where students stand at grade level achievement. There is a school wide policy regarding collection and assessment of student work aligned to the CCSS.

Based on the list of suggested evidence, Reinberg has all of those measures and standards in place. Additional resources provided on various types of rubrics. UBD unit plans include these rubrics and grasp tasks which enable various types of assessment (formal/informal) used to guide further instruction. WIDA "Can Do Descriptors" included in unit plans to inform assessment.

Accommodations are provided for all the above listed assessments.

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 (CSR).
 - 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	1.c. Selecting Learning Objectives
	1.e. Designing Student Assessment
	3.d. Using Assessment in Instruction
	4.a. Reflecting on Teaching & Learning
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
	4b. Maintaining Accurate Records
Now What? Materials to Support Improvement Planning	
✓	CPS Balanced Assessment Framework & Assessment Models
✓	Assessment Design Toolkit
✓	Teacher Made Assessment Basics
✓	Grading principals and guidelines
✓	Great Schools Partnership --Grading + Reporting

Multi-Tiered System of Supports:

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

Score

1 2 **3** 4

MTSS Committee meets weekly to review and discuss students being monitored in tier II/tierIII.

Teachers keep folders on tier II and tier III students with progress monitoring data and work samples.

Folders are provided to and reviewed by the MTSS committee when a student is referred.

School wide implementation of online progress monitoring of tier II and tier III students via IMPACT.

Use of an additional digital referral form to provide the MTSS committee with more information on students flagged in IMPACT.

School has created a website with applicable intervention and progress monitoring resources to assist teachers.

Improve communication between the MTSS committee and teacher(s) providing referrals.

Clarification of recommendations and strategies for individual cases.

Check in, check out system for at-risk students.

Second step curriculums have been provided and implemented at every grade level.

Restorative practices in the form of talking circles are being implemented at every grade level.

One out of uniform day per week at each grade level for the best homeroom has been provided as an incentive to improve attendance.

Monthly and yearly attendance trophies for the classrooms that have the highest attendance rate.

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
CPS Performance Standards for School Leaders	3e. Demonstrating Flexibility and Responsiveness
	4b. Maintaining Accurate Records
	B3. MTSS Implemented Effectively in School

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 3 4

An informal student survey given in the spring of 2017 show that students do believe that the work they are doing is important, and that they are being challenged academically. 94% of middle school students state that they believe the work they do is important, and 87% are proud to be a part of this school. 5 Essentials show that Academic Personalism is Neutral and Peer Support for Academic Work is also neutral, but has increased from weak the previous year.

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 ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
MTSS Framework Curriculum & Instruction	
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
<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/sel) ✓ ASCA Mindsets & Behaviors 	

Relational Trust:

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

Score

1 2 3 4

According to the Climate/Culture Self-Assessment, staff report varying degrees of relational trust. For example, when asked "Do staff members feel supported and respected by one another professionally and personally", 2 reported "Strongly Disagree", 4 reported "Disagree", 6 reported "Agree" and 1 reported "Strongly Agree". Through discussions with team, it appears that there are some teachers/grade levels that communicate/trust much better or stronger than others, but that there isn't a clear support felt from the school community as a whole. Teachers report that they do not feel that leadership acknowledges staff for their positive contribution nor that they have supportive, trusting relationships with leadership. According to 5 Essentials, Teacher-Principal trust is Neutral and Teacher-Teacher trust is weak.

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	<ul style="list-style-type: none"> 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	
<ul style="list-style-type: none"> ✓ Social Emotional Learning Supports (cps.edu/sel) ✓ Trust in Schools: A Core Resource for School Reform (ASCD) ✓ Creating a School Community (ASCD) 	

Student Voice, Engagement, & Civic Life:

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

Score

1 2 **3** 4

Teachers report integrating discussions about current events and community issues in to their lesson plans. Through the Reinberg International Week, students are also given opportunities to explore their identities and beliefs, as well as learn from other perspectives. The lead teacher for student council reports that the student council actively engages student voice and discusses ways to help improve their school and community. Areas of concern or in need of improvement include engaging more students than just those elected to the council, as well as finding a way to build more opportunities for infuse civics learning and activism across the curriculum. According to the School Climate Self-Assessment, teachers report that students have multiple opportunities to make positive contributions to their school and classroom community, but there is disagreement among teachers about whether or not they intentionally design learning opportunities to identify and address the needs and concerns of their local community. After discussing this with the team, it is likely due to the varying grade levels/development abilities of the age group they are working with.

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"> ▪ AVIDS 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	Supportive Environment
MTSS Framework	Connection & 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	D3. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/MS 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

There are clear, effective procedures in place for transitions between activities. Informal student survey from Spring 2017 shows that students report knowing and being taught the rules for various settings in the building. Positive behavior expectations are clearly stated through CHAMPS signs throughout the building and all students have been taught the Reinberg "R's"; our standardized behavioral expectations. Areas of weakness that require improvement: clear procedures for reporting and responding to safety concerns (many staff reported they don't exactly know what warrants a call to security/office) and implementing a more restorative approach to discipline. 5 Essentials rate "Safety" as Neutral. School climate/culture self-assessment results show that teachers are not all clear on what the established protocol is when they see bullying, harassment, or other behaviors that makes students feel unsafe. Staff also report not feeling comfortable or equipped to support their students intense emotional/behavioral needs. Student reports show that 22% of middle school students have been hit/pushed/grabbed by a peer, 23% have been threatened or bullied by a peer, and 29% have been picked on or teased in a mean way.

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	
	<ul style="list-style-type: none"> ✓ MVMS score – "Safety" ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?
Suggested Evidence	<ul style="list-style-type: none"> ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 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	
	<ul style="list-style-type: none"> ✓ Social Emotional Learning Supports (cps.edu/sel)

Restorative Approaches to Discipline:

Score

1 2 **3** 4

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

Reinberg participated in program that provided a Restorative Practice coach for our school building during the first half of the year. Through this program, we have collected teacher and administrative feedback regarding restorative mindsets of the staff. Restorative practice mindsets survey demonstrates that many teachers do already, even without being aware of it, utilize a Restorative mindset/language when working with students. Many teachers have also brought Restorative Practices, such as Talking Circles, to their classroom this year. However, per teacher survey, there are still staff who have concerns and criticisms of the approaches used in Restorative Practices that indicate a mindset that is not ready to implement such practices, such as not truly believing that these practices prepare kids for the "real world". Through the CPS Restorative Practice rubric, it is clear that the major weaknesses/areas for improvement are building RP into disciplinary procedures effectively and consistently.

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

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

Parent and Family Partnership:

Score

1 2 **3** 4

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

Reinberg PTC and PAC actively meet, discuss, and plan for improving the Reinberg community. There has been a increase in parent involvement through the PTC in the last year and more opportunities are available for parents to be involved in the school. Teacher-parent trust is neutral, Involved Families is neutral, and Parent Involvement in School is neutral, according to the 5 essentials. The most common response was "Some" parents for the following areas: "Some" parents volunteer to support the school, "Some" parents contacted the teacher about their child's performance, and "Some" parents responded to teachers' suggestions for helping their child. However, "Most" parents were reported as attending conferences when requested by the school staff. Results also show that the school only involves parents in commenting on school curricula "a little", and only "somewhat" encourages parents to become more involved, involves them in development of programs, and develops formal networks to link families.

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	
	<ul style="list-style-type: none"> ✓ 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
Suggested Evidence	<ul style="list-style-type: none"> ✓ Documentation of responsiveness to Parent Support Center concerns raised ✓ Event agendas, flyers ✓ Fundraising activities and amounts (if applicable) ✓ How does the school honor and reflect the diversity of families including language and culture?
Measures	<ul style="list-style-type: none"> ✓ 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. Engages Families
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Parent Support Centers ✓ Parent University ✓ Parent Portal

School Excellence Framework Priorities

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

Goals

Required metrics (Elementary)

18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
As we implement our CIWP with fidelity, we plan to attain the recommended goal metrics which align with our expected growth trajectory.	68.00	78.00	80.00	84.00	90.00
National School Growth Percentile - Math					
In 14-15 our math growth was at 33% and it improved to 63%. We believe that what improved here was the implementation of the new math series (enVision). Our PD for staff was focused on instructional strategies such as Three Reads and Math Talks. We also conducted schoolwide vertical planning in the area of math.	35.00	68.00	70.00	70.00	72.00
% of Students Meeting/Exceeding National Ave Growth Norms					
As we implement our CIWP with fidelity, we plan to attain the recommended goal metrics which align with our expected growth trajectory.	56.30	60.50	70.00	66.00	70.00
African-American Growth Percentile - Reading					
N/A	(Blank)	(Blank)	0.00	0.00	0.00
Hispanic Growth Percentile - Reading					
As we implement our CIWP with fidelity, we plan to attain the recommended goal metrics which align with our expected growth trajectory.	64.00	71.00	78.00	70.00	70.00
English Learner Growth Percentile - Reading					
As we implement our CIWP with fidelity, we plan to attain the recommended goal metrics which align with our expected growth trajectory.	71.00	81.00	63.00	75.00	70.00
Diverse Learner Growth Percentile - Reading					
As we implement our CIWP with fidelity, we plan to attain the recommended goal metrics which align with our expected growth trajectory.	38.00	79.00	35.00	75.00	70.00
African-American Growth Percentile - Math					
N/A	(Blank)	(Blank)	0.00	0.00	0.00
Hispanic Growth Percentile - Math					
As we implement our CIWP with fidelity, we plan to attain the recommended goal metrics which align with our expected growth trajectory.	37.00	58.00	65.00	66.00	70.00
English Learner Growth Percentile - Math					
As we implement our CIWP with fidelity, we plan to attain the recommended goal metrics which align with our expected growth trajectory.	52.00	66.00	90.00	68.00	70.00
Diverse Learner Growth Percentile - Math					

As we implement our CIWP with fidelity, we plan to attain the recommended goal metrics which align with our expected growth trajectory.	58.00	35.00	20.00	43.00	50.00
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National School Attainment Percentile - Reading (Grades 3-8)

As we implement our CIWP with fidelity, we plan to attain the recommended goal metrics which align with our expected growth trajectory.	65.00	72.00	73.00	81.00	90.00
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National School Attainment Percentile - Math (Grades 3-8)

As we implement our CIWP with fidelity, we plan to attain the recommended goal metrics which align with our expected growth trajectory.	60.00	62.00	84.00	66.00	70.00
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National School Attainment Percentile - Reading (Grade 2)

As we implement our CIWP with fidelity, we plan to attain the recommended goal metrics which align with our expected growth trajectory.	79.00	80.00	87.00	85.00	90.00
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National School Attainment Percentile - Math (Grade 2)

As we implement our CIWP with fidelity, we plan to attain the recommended goal metrics which align with our expected growth trajectory.	65.00	72.00	90.00	81.00	90.00
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% of Students Making Sufficient Annual Progress on ACCESS

As we implement our CIWP with fidelity, we plan to attain the recommended goal metrics which align with our expected growth trajectory.	37.60	(Blank)	53.00	57.00	60.00
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Average Daily Attendance Rate

As we implement our CIWP with fidelity, we plan to attain the recommended goal metrics which align with our expected growth trajectory.	95.30	95.00	96.00	95.50	96.00
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My Voice, My School 5 Essentials Survey

As we implement our CIWP with fidelity we will see growth on the 5Essential from Organized to Well Organized	(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...

Improvements in communication, transparency, and collaboration	improved relational trust between and amongst staff, students, and families	improved attendance (96%), strong: teacher-principal trust, teacher influence, instructional leadership, collaborative teachers, collaborative practices, collective responsibility, teacher-teacher trust, school commitment, involved families, teacher-parent trust, parent involvement in school, supportive environment, peer support for academic work, academic personalism, safety, student-teacher trust (as indicated on the 5 Essentials School Report).
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Tags:
Attendance, Communication, Collaboration, Transparency

Area(s) of focus:
1

Action step	Responsible	Timeframe	Status
The ILT will send a digest as well as a full record of notes from each meeting	ILT Facilitator and Notetaker	Apr 4, 2018 to Jun 30, 2020	Not started

ILT, Communication, Transparency

New school-wide website with classroom specific pages to communicate classroom activities and homework	Classroom teachers and Technology Coordinator	Sep 3, 2018 to Jun 30, 2020	Not started
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Social media, Classroom assignments, Transparency

Open House has a session dedicated to the launch and features of our new website	Technology Coordinator	Sep 4, 2018 to Sep 30, 2018	Not started
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Family and Community Engagement, Transparency

Ongoing efforts to improve teacher to Administration relationships and trust. For example, monthly before/after school voluntary meetings ("PrinciPAL") with admin "face to face Reinberg Review" style of info sharing	Administration	Sep 5, 2018 to Jun 30, 2020	Not started
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Administration, Trust building

Making sure ILT has representation from each grade band / information from ILT is shared at GLTs with opportunities for feedback / improving opportunities for reciprocation	Administration, ILT, GLT	Sep 5, 2018 to Jun 30, 2020	Not started
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ILT, Grade level meetings, Grade level teams

A freed and dedicated counselor to provide SEL support and facilitate one on one, small group and collaborate with classroom teachers to facilitate Talking Circles and other restorative justice best practices to improve student-student relationships and attendance.	School Counselor	Sep 4, 2018 to Jun 30, 2020	Not started
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SEL, Relational trust, Restorative practices, Counselor

Collaborate with PTC to improve parent involvement. Activities will include events such as Back to School Blast Off, increased presence on social media (including school website, Facebook, and Twitter), and other ongoing events (e.g., Coffee with the Principal, Parent/Child dances, Fun Fest, etc.)	PTC, Administration	Aug 27, 2018 to Jun 30, 2020	Not started
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Parent involvement, Ptc

Strategy 2

If we do...	...then we see...	...which leads to...
differentiated professional learning, mentoring & support of all staff, through the use of structured time	staff receptiveness to new strategies, trying new pedagogical approaches, refining skills, and improved collaboration.	recommend and/or provide PL opportunities directly related to individual's specific areas of need and professional growth goals, quality of teaching, changes in classroom practice, safe practice, & consistent curriculum.

Tags:
Professional Learning, Supports, Mentorship, Safe practice

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
PL opportunities directly related to individual's specific areas of need and professional growth goals based on teacher survey results	Admin, ILT, Teacher Leaders	Aug 27, 2018 to Jun 26, 2020	Not started
Professional development			
Learning Walks to support quality of teaching and consistency of curriculum across grade levels for Literacy and Math	Admin, ILT, Teachers	Aug 27, 2018 to Jun 26, 2020	Not started
Math, Curriculum, Literacy, High quality instruction/professional development			
Structured and more focused GLMs/subject area to plan and reflect around learning walks and student work	Admin & Teachers	Aug 27, 2018 to Jun 26, 2020	Not started
Reflection, Grade level meetings, Learning walk			
Creating and Implementing a mentor teach program.	Teachers	Aug 27, 2018 to Jun 26, 2020	Not started
Mentor			
Provide ongoing professional learning opportunities around language and cultural considerations including, but not limited to, WIDA CAN DO descriptors, language objectives, and MPIs.	Bilingual department & teachers	Aug 27, 2018 to Jun 26, 2020	Not started
Provide ongoing professional learning opportunities around Balanced Literacy including, but not limited to, the Daily 5 framework, CAFE strategies, and Lucy Caulkins Writer's Workshop.	Network support & Teacher leaders	Aug 27, 2018 to Jun 26, 2020	Not started
Provide ongoing professional learning opportunities around best practices for co-teaching including planning and instructional delivery between general education teachers, special education teachers, and bilingual education teachers.	Teachers, Network support Timeframe: 2019-2020 Evidence:	Aug 26, 2019 to Jun 26, 2020	Not started
(Blank)	(Blank)	select	Behind

Strategy 3

If we do...

differentiated instruction, especially for our DL and EL students, vertical planning activities, and focus on improving our co-teaching and co-planning

...then we see...

students transferring their learning across content areas and grade levels

...which leads to...

improved SQRP attainment and growth; very strong scores on Ambitious Instruction on the 5 Essentials Survey; improved scores (more teachers scoring as distinguished) on 1d, 2b, 3b, and 3c on the CPS Framework for teaching; and 80% of students will score as meeting or exceeding expectations on the quarterly content area projects.

Tags:

Differentiated instruction, Rigorous tasks, Co-teaching, Rigorous instruction, Vertical planning

Area(s) of focus:

2

Action step	Responsible	Timeframe	Status
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Grade level team meetings will be held monthly and ILT will use at least one meeting quarterly to review student work for rigor.	ILT and GLT	Sep 1, 2018 to Jun 12, 2020	Not started
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ILT, Rigorous tasks, Grade level meetings

Quarterly content area projects and rigorous cornerstone tasks lead to content nights (such as Science Fair, Math Night, Reading Night, and International Week).	Teachers	Sep 4, 2018 to Jun 12, 2020	Not started
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Parental involvement, Rigorous tasks

Departmentalize 3rd and 4th grade to ensure it is being taught with fidelity	Admin	Jul 1, 2018 to Aug 31, 2018	Not started
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Rigorous instruction

Provide substitutes for frequent, regular, on-going scheduled co-planning sessions between EL, DL, and general education teachers.	Admin	Sep 4, 2018 to May 30, 2020	Not started
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Differentiated instruction, Planning for instruction

Teachers will write unit plans that have clear evidence of differentiation including language objectives / MPs	Teachers	Sep 4, 2018 to Jun 1, 2019	Not started
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Language objectives, Unit planning, Rigorous instruction

School-wide vertical planning activities in ELA (Spring 2018) and Social Studies / Science (Spring 2019)	Teachers	Jun 1, 2018 to Jun 22, 2018	Not started
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Curriculum mapping, Vertical planning

Planning time provided to teachers during the summer.	Admin / Teachers	Jun 1, 2018 to Aug 31, 2018	Not started
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Unit planning, Rigorous instruction

Conduct a needs assessment (survey) of materials required to implement Balanced Literacy and writers workshop materials objectives and to support vertical plan/curriculum map for ELA	ILT	May 16, 2018 to Jun 22, 2018	Not started
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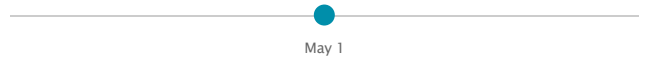
Literacy curriculum resources

Action Plan

Strategy 1

NOT STARTED The ILT will send a digest as well as a full record of notes from each meeting"
Apr 04, 2018 to Jun 30, 2020 - ILT Facilitator and Notetaker

Status history



NOT STARTED May 01, 2018
Evidence
Emails to staff , Reinberg Review, and Google Drive

NOT STARTED

New school-wide website with classroom specific pages to communicate classroom activities and homework"

Sep 03, 2018 to Jun 30, 2020 - Classroom teachers and Technology Coordinator

Status history

May 1

NOT STARTED

May 01, 2018
Evidence
Website data

NOT STARTED

Open House has a session dedicated to the launch and features of our new website"

Sep 04, 2018 to Sep 30, 2018 - Technology Coordinator

Status history

May 1

NOT STARTED

May 01, 2018
Evidence
Attendance sheet

NOT STARTED

Ongoing efforts to improve teacher to Administration relationships and trust. For example, monthly before/after school voluntary meetings ("PrinciPAL") with admin "face to face Reinberg Review" style of info sharing"

Sep 05, 2018 to Jun 30, 2020 - Administration

Status history

May 1

NOT STARTED

May 01, 2018
Evidence
Sign in sheets

NOT STARTED

Making sure ILT has representation from each grade band / information from ILT is shared at GLTs with opportunities for feedback / improving opportunities for reciprocation"

Sep 05, 2018 to Jun 30, 2020 - Administration, ILT, GLT

Status history

May 1

NOT STARTED

May 01, 2018
Evidence
ILT membership list, GLT Agendas

NOT STARTED

A freed and dedicated counselor to provide SEL support and facilitate one on one, small group and collaborate with classroom teachers to facilitate Talking Circles and other restorative justice best practices to improve student-student relationships and attendance."

Sep 04, 2018 to Jun 30, 2020 - School Counselor

Status history

May 1

NOT STARTED

May 01, 2018
Evidence
Counselor Plan

NOT STARTED

Collaborate with PTC to improve parent involvement. Activities will include events such as Back to School Blast Off, increased presence on social media (including school website, Facebook, and Twitter), and other ongoing events (e.g., Coffee with the Principal, Parent/Child dances, Fun Fest, etc.)"

Aug 27, 2018 to Jun 30, 2020 - PTC, Administration

Status history



May 1

NOT STARTED

May 01, 2018

Evidence

Attendance records from events

Strategy 2

NOT STARTED

PL opportunities directly related to individual's specific areas of need and professional growth goals based on teacher survey results"

Aug 27, 2018 to Jun 26, 2020 - Admin, ILT, Teacher Leaders

Status history



May 1

NOT STARTED

May 01, 2018

Evidence

Teacher survey, CPS University Completion

NOT STARTED

Learning Walks to support quality of teaching and consistency of curriculum across grade levels for Literacy and Math"

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

Status history



May 1

NOT STARTED

May 01, 2018

Evidence

Semester team walks, briefing notes, feedback to teacher.

NOT STARTED

Structured and more focused GLMs/subject area to plan and reflect around learning walks and student work"

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

Status history



May 1

NOT STARTED

May 01, 2018

Evidence

GLM meeting minutes

NOT STARTED

Creating and Implementing a mentor teach program."

Aug 27, 2018 to Jun 26, 2020 - Teachers

Status history



May 1

NOT STARTED

May 01, 2018

Evidence

Create a pool of mentor teachers for incoming staff

NOT STARTED

Provide ongoing professional learning opportunities around language and cultural considerations including, but not limited to, WIDA CAN DO descriptors, language objectives, and MPis."

Aug 27, 2018 to Jun 26, 2020 - Bilingual department & teachers

Status history



NOT STARTED

May 01, 2018

Evidence

Seen in unit plans

NOT STARTED

Provide ongoing professional learning opportunities around Balanced Literacy including, but not limited to, the Daily 5 framework, CAFE strategies, and Lucy Caulkins Writer's Workshop."

Aug 27, 2018 to Jun 26, 2020 - Network support & Teacher leaders

Status history



NOT STARTED

May 01, 2018

Evidence

Seen in unit plans & agendas

NOT STARTED

Provide ongoing professional learning opportunities around best practices for co-teaching including planning and instructional delivery between general education teachers, special education teachers, and bilingual education teachers."

Aug 26, 2019 to Jun 26, 2020 - Teachers, Network support Timeframe: 2019-2020 Evidence:

Status history



NOT STARTED

May 01, 2018

Evidence

BEHIND

"

-

Status history



BEHIND

May 01, 2018

Problem

Root Cause

Next steps

Strategy 3

NOT STARTED

Grade level team meetings will be held monthly and ILT will use at least one meeting quarterly to review student work for rigor."

Sep 01, 2018 to Jun 12, 2020 - ILT and GLT

Status history

May 1

NOT STARTED

May 01, 2018

Evidence

Protocol, schedule, notes, lesson plans, student work

NOT STARTED

Quarterly content area projects and rigorous cornerstone tasks lead to content nights (such as Science Fair, Math Night, Reading Night, and International Week)."

Sep 04, 2018 to Jun 12, 2020 - Teachers

Status history

May 1

NOT STARTED

May 01, 2018

Evidence

Rubrics from projects, attendance sheets from quarterly nights

NOT STARTED

Departmentalize 3rd and 4th grade to ensure it is being taught with fidelity"

Jul 01, 2018 to Aug 31, 2018 - Admin

Status history

May 1

NOT STARTED

May 01, 2018

Evidence

Schedule

NOT STARTED

Provide substitutes for frequent, regular, on-going scheduled co-planning sessions between EL, DL, and general education teachers."

Sep 04, 2018 to May 30, 2020 - Admin

Status history

May 1

NOT STARTED

May 01, 2018

Evidence

Agendas / notes from co-planning sessions

NOT STARTED

Teachers will write unit plans that have clear evidence of differentiation including language objectives / MPIs"

Sep 04, 2018 to Jun 01, 2019 - Teachers

Status history

May 1

NOT STARTED

May 01, 2018

Evidence

Unit plans are reviewed especially for evidence of differentiation for ELs and DLs

NOT STARTED

School-wide vertical planning activities in ELA (Spring 2018) and Social Studies / Science (Spring 2019)"

Jun 01, 2018 to Jun 22, 2018 - Teachers

Status history

May 1

NOT STARTED

May 01, 2018

Evidence

Scope/Sequence documents

NOT STARTED

Planning time provided to teachers during the summer."

Jun 01, 2018 to Aug 31, 2018 - Admin / Teachers

Status history



May 1

NOT STARTED

May 01, 2018

Evidence

Unit plans

NOT STARTED

Conduct a needs assessment (survey) of materials required to implement Balanced Literacy and writers workshop materials objectives and to support vertical plan/curriculum map for ELA"

May 16, 2018 to Jun 22, 2018 - ILT

Status history



May 1

NOT STARTED

May 01, 2018

Evidence

Survey results / purchase orders

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of these students attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the Illinois state board of education.
5. SGSA Funds supplement and do not supplant non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

ESSA Program

ESSA Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental

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

Parent and Family Plan

Parent and Family Engagement Policy

Complete

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

The current Parent Involvement Policy will be posted on the Reinberg website and will be available in the main office for review. Input, suggestions and feedback from parents will be encouraged at all PAC, LSC and NCLB meetings.

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

An Annual Title 1 Informational Meeting and Organizational Meeting will be held on September 28, 2017 and monthly PAC meetings will also take place. Meeting notifications will be posed on the school website, printed in the monthly school newsletter, printed on the monthly calendar, and posted on the school marquee. In addition, a notice of meetings and agendas will be posted on the "Parent Bulletin Board" located on the main floor of the school.

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

Teachers are available to meet with parents, and are welcomed to schedule a conference during teachers preparation periods. Parents may also schedule meetings with administration at anytime. Suggestions may be made orally, or in writing to the principal. The principal will respond to the suggestions at all PAC and LSC meetings.

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

When NWEA scores are received we send home copies of the "Parent Report" along with instructions on how to interpret student scores.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

The school receives letters regarding the highly qualified status of regularly appointed teachers. These letters are forwarded home with the students. If a teacher who is regularly assigned is going to be out for an extended period of time, notification will be sent, via a letter sent home with the students, as to the highly qualified status of the substitute teacher.

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.

Our LSC, and teachers, will actively recruit parents as volunteers and encourage participation at PAC and LSC meetings. Reinberg will continue to host family reading and math nights. Participation at citywide parent workshops will be encouraged via flyers and notification on the schools website. To the extent possible, transportation will be provided for parents to attend such workshops.

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.

Reinberg will continue to offer classes to parents so that they are better able to understand and assist their children with their schoolwork. We will continue to provide computer stations for parents to use throughout the school day to access the Parent Portal so that they can monitor their students progress. Assistance with accessing and understanding the information on the Parent Portal will be available before and after school, or during the school day with an appointment. We will continue to offer family reading and family math nights.

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.

To the extent available, the school will offer professional staff development opportunities that focus on these topics.

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.

We will continue to encourage parents to be active in the PAC and LSC. Our LSC members will actively recruit parents to volunteer in the school and to attend PAC and LSC meetings. Family reading and math nights will continue. We will continue to work with Metropolitan Family Services to provide more services to parents.

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.

Notices and agendas for PAC and LSC meetings will be posted on the "Parent Bulletin Board" at least 48 hours prior to the meetings. Meetings and other programs (i.e. family reading and math night) will also be posted on the monthly school calendar, monthly newsletter and the school marquee. Additionally, they will be posted on the school website which can be accessed in different languages.

Policy Implementation Activities

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

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

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

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

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

n/a

School-Parent Compact

Complete

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

The Reinberg community, which includes students, staff, and families, has a shared responsibility for learning and will use varied resources and collaboration to ensure every student reaches their fullest potential.
Staff will design a challenging curriculum to meet ALL students' needs through differentiated instruction.
Students will apply appropriate concepts and skills to real world, complex, and open-ended situations within and beyond the classroom. Students will analyze texts and engage in discourse with peers to justify their viewpoints. Students will take ownership of their learning and advocate for themselves as they work towards meaningful independence.
Families will support students and staff in their endeavors to develop well-rounded, educated, productive global citizens.

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

Parent conferences will be held on report card pickup days on November 14, 2018 and April 10, 2019. Conferences with parents will also be scheduled as needed throughout the year.

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

The school will distribute progress reports to parents during the 6th week of every quarter as follows: October 5, 2018, December 14, 2018, March 8, 2019 and May 17 2019. Quarterly report cards will be distributed to parents on November 14, 2018, February 8, 2019, April 10, 2019, and June 18, 2019. All teachers enter student grades into IMPACT Gradebook and parents are encouraged to monitor their students progress via the parent portal.

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

Parents may make appointments with teachers during teachers preparation times. Parents will also be able to communicate with teachers by sending emails using Parent Portal.

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

Parents are invited to participate in class field trips, register as a parent volunteer with the school, and join the PTC (Parent - Teacher Committee). There are also activities planned by the Parent Involvement Committee, and events such as workshops, assemblies, family reading nights, family math nights, and performances that parents are encouraged to attend and participate in.

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

Parents are expected to monitor attendance and homework completion. All parents are encouraged to utilize the Parent Portal to monitor completion of assignments and test scores as well. Assistance is available to the parents for this purpose. Parents are also expected to have children at school on time and prepared for school everyday. If students are late or absent, parents are expected to send a note to the school stating the reason. Parents are encouraged to attend family reading and math nights, report card pick-up and any other scheduled meetings/conferences.

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

Parents are invited to attend LSC, NCLB, PAC, and BAC meetings to discuss educational decisions. Parents will also communicate with teachers via phone conversation or written communication in student agendas and notes home. Parents are also able to use the notes section in Parent Portal to send emails to teachers. Also parents may request conferences with teachers and/or administration to discuss any specific educational concerns or issues.

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

Students will assure academic achievement through good attendance, completion of classwork and homework, and a positive attitude towards school. Students needing extra support will be given intervention during the regular school day and many are also able to attend extended day programs when necessary.

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.

To increase parental involvement and training for parents. This will help parents assist their children at home to increase academic achievement and educational success. Reinberg will provide workshops throughout the year on topics ranging from Parent Portal access to NWEA success and information. Also informational sessions on new application process,GoCPS. Dates, and timeline to be determined after discussion of needs with parents.

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.	\$ 900	.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 800	.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)	\$ 1000	.00

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

\$	986	.00
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<p>54205</p>**Travel**
Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.

\$	200	.00
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<p>54565</p>**Reimbursements**
Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.

\$	0	.00
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<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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