Frederick Stock Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
01/23/2018	CTU Teachers	Overview, scope of work ownership, time line
02/02/2018	All Staff	SEF All Work Groups
01/29/2018	Work Group 1	SEF
02/05/2018	Work Group 1	SEF
02/12/2018	Work Group 1	SEF
01/24/2018	All Paras	Overview, scope of work ownership, time line
01/25/2018	Work Group 2	SEF
01/24/2018	Work Group 3	SEF
02/06/2018	Work Group 4	SEF
01/18/2017	Friends of Stock	Seeking input
05/21/2018	ILT	Review action plan of strategy 3
05/21/2018	Staff	Complete review/feedback
03/21/2018	LSC	Seeking input
05/07/2018	LSC	Review of CIWP and Budget

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**

LEADERSHIP & COLLECTIVE RESPONSIBILITY:

School Identity, Vision, and Mission:
Identity: Where All Children Belong
Vision: Stock School envisions a school climate that is warm, loving, stimulating, positive and productive. We feel each student will reach their greatest potential if they embrace learning, enjoy school and love their teachers.
Mission: Stock Early Childhood Center, "Where all children belong," fosters a love for learning in every child by providing inclusive and differentiated programs that nurture and support all of our students. The whole child approach, using play-based curricula, is intentionally focused on developmentally appropriate practices. Learning experiences promote social/emotional growth, communication and language development, self-help skills, fine arts and physical development. Stock provides math and literacy-rich interactions that promote problem-solving and strategic reasoning skills, insightfulness, perseverance, curiosity, and creativity. We believe parents and families are our partners in their child's growth and development. We have so much fun playing and learning at Stock!
Core Values: Respect & Happiness. Respect and Happiness are the driving forces for positive relationships and interactions in our lives.

Culture of Collective Responsibility:
Integrative, multi-disciplinary team approach to discuss individual student development in order to meet the needs of every learner at least once a month.
MILT meetings on a regular basis to discuss school priorities.
Weekly staff meetings
Peer coaching to improve inclusive practices, both on a formal and informal basis. The formal peer feedback cycle involving all staff members is emerging.
Peer Learning Groups meetings throughout the school year to align practice and collaborate for professional problem solving
Student enrollment meetings for all students with disabilities.
Parent informational sheets provided to offer parents opportunities to share important details about their child's needs and abilities.
Extra-curricular activities provided by the school that allow all students in all classrooms to explore and learn together (gardening, music therapy, pet therapy, drama, family jam, parent-child activity days, field trips Buddy Baseball, cheerleading and special events)
Thoughtful transition between home and school to meet the needs of young learners. We offer pre-enrollment events, a slow intake during the first week of school, home visits as needed.
Parent education meetings throughout the school year.
Parents' visions, hopes, and dreams for their children are an integral component of our program.
Every staff member attended training in & out of the school to improve their practice and meet the unique needs of our students.
MILT analyzed SAM & MTSS criteria at the BOY and MOY and implemented suggestions for improvement.

Empower Leadership and Employ Skills:
Peer coaching, peer observations, peer learning groups (PLG) in order to align practice and collaborate for professional problem-solving.
Staff involvement in decision making.
Everyone participates on a committee.
Staff members lead different parts of the staff meetings depending on the topic

Coherent Instruction and CPS Framework:
All staff will use developmentally appropriate practices.
All teaching staff is rated Proficient or Distinguished on REACH.
Teaching Strategies Gold is used by all Blended classrooms
Learning Stories use in every classroom.
State of the School provides an overview of coherent instruction.

Enable Staff to Prioritize:
Staff is included in defining and setting up responsibilities and priorities in order to best meet the needs of all our students, their families, and our school community.
Release time provided for team collaboration or collaborative work with a specialist regarding our students with disabilities (Sw/D).
An intensive year of study for all staff resulted in a shift in the way we are providing services to our students with disabilities.
5-Essentials were "well organized."

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
  - Consider the demographics of the school community in developing a shared vision.
  - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
  - Consistently use informal and formal opportunities to champion and articulate the vision.
  - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
  - Ensure the school's identity, vision, and mission drive school decisions.
  - Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
  - Build shared leadership structures and opportunities for job-embedded leadership training and development.

- Capitalize on the leadership skills of others.
- Constantly listen and synthesize what is heard, and learn from all sources.
  ○ **Employ the skills to effectively manage change.**
    - Master skills associated with large-scale strategic planning processes and implementation of such plans.
    - Steer through the challenges associated with making improvements, both large and small.
  ○ **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
  ○ **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
    - Model ambitious goals for teaching and learning for all students, including priority groups.
    - Draw from the best available evidence to inform instructional improvement decisions.
  ○ **Enable staff to focus and prioritize what matters most.**
    - Buffer staff from external distractions to the school's priorities and goals.
    - Limit school improvement goals to a few high leverage activities.
    - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1   2   **3**   4

MANAGEMENT & INSTRUCTIONAL LEADERSHIP TEAM (MILT):

School Improvement
The MILT engages in on-going inquiry and constantly ask "What is working well? What is not working? What do we need to change? What can we teach others?"
Utilizes Inclusive Classroom Profile (ICP) to improve our classroom environment, our adult involvement, peer interactions, adult guidance for student interactions, collaboration, and conflict resolution in order to meet the needs of all our learners.

Share leadership
The MILT provides opportunities for a representative group of teachers and assistants to lead the discussion on curriculum and instruction for our preschool aged students.
The MILT Instructional priorities provide guidance to all teachers in defining, implementing and planning for the best/most current instruction for every learner.
The MILT guides our staff school committees and their planned activities.

Regular meetings
The MILT meets once a month or as needed.
The MILT has a clear agenda made available on the Drive for all staff to view.
The MILT collaborates effectively & informs all staff of happenings, findings, and current topics of interest via the Google Drive. (a suggestion for improvement is that a member of the MILT will briefly report meeting notes to all staff during our weekly "All Staff Meeting" that immediately follows a MILT meeting.)

Build teacher teams to lead learning and problem solving
A structured mentorship program for all school staff (teachers, assistants, security, custodial, etc.) exists
Staff visits and observes other classrooms in our school as well as in other schools in our district. (The MILT doesn't oversee this)
Stock has relationships with future and current educators from grade schools, high schools, and universities. (Student teachers, student observers, and volunteers.)
The MILT will continue to a partnership with Starnet that implemented the CCEFL to promote a positive nurturing learning environment to help children reach their fullest potential.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ 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	
✓ 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 (PL):

PL design for school-wide improvement:
Staff is continually encouraged to take leadership roles, increase content knowledge and base, and seek personal goal attainment as outlined in teacher evaluations and feedback meetings.
The entire staff has attended PL meetings/workshops throughout the year.
Worked with ISBE and StarNet to improve our practice in Inclusion.

Implement and sustain PL:
Weekly faculty/all staff meetings to connect learning and goals.
On-going, deep dive into Inclusive Classroom Profile (ICP)
Teacher and assistant collaboration
Peer observations are on-going throughout the year.
Staff is encouraged and time is made available to visit other schools to bring knowledge and resources to our learning environment.
Staff will present their knowledge and/or train other staff members on topics learned at outside professional development conferences or training sessions at an established/preplanned day during staff meetings.
Release time provided to reflect and collaborate to further improve practices and evaluate student needs.

PL is "safe practice", monitored, and creates positive student outcomes:
The staff is always trying new ideas and sharing them. Seesaw is the newest idea that has been a terrific addition to our communication with parents. Every unit plan is shared on the Drive and the staff speaks to each other about their units as needed.
Inclusion happens in a natural environment where students from instructional rooms spend time in blended PFA rooms with their typical peers with support from all staff.
SpEd staff has been collaborating across all rooms and with RSPs about inclusive practices and material. Many things are tried and shared if successful. It is part of our climate.

Support for new teachers:
Each new staff member is assigned a content area mentor who is skilled in pedagogy and practice and is an open, collaborative colleague.
New Paras met infrequently with Admin to go over policy but regularly met with their team to review instruction and expectations.

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

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**

ALIGNED RESOURCES:

School Day Design:
Master schedule aligned to allow weekly classroom team lesson planning, monthly integrative team meetings, and meetings as needed with parents to discuss student progress and SpEd success/concerns
IEP Minutes reflect our Inclusion philosophy
Developed and implemented a MTSS-PK style with tiered interventions
Align budget to CIWP priorities and mission of the school

Streamline purchase procedures:
Funds are allocated appropriately for student use for supplies to aid in the delivery of a developmentally appropriate curriculum.
Resource allocation for student learning is a classroom team analysis and the team puts an order request in.
Budget allocations are school-wide decision. Every team is allocated money and "wish lists" are established.
Grant writing has been successful to meet needs.
PK Vendors allow us access to limited appropriate supplies, materials and equipment, but we have been adapting for what we need.
Staff hired specifically to support best practice inclusion strategies.

Collaborative hiring team and process:
A selected team of staff members will interview candidates, as needed, following a friendly questioning and hiring protocol. The interview team changes according to the hiring needs.
All teachers and staff are strategically assigned to meet the needs of all learners and to create a positive, loving learning environment.
Creating balanced teams of teachers and paraprofessionals with a variety of strengths and talents. Teams are realigned annually as needed.
Effectively utilize Related Service Providers within each classroom. The RSPs attend Integrative Meetings with their classroom teams.
Direct service schedules for therapists
References are checked for every staff member before hiring.
School tours are provided and joining in a classroom is possible only when hiring is occurring while school is in session.
Staff members don't leave Stock to go to another CPS school.
All staff members are highly qualified, highly trained and highly rated on their evaluations. So, therefore, all students have access to a high quality "teacher."

Create retention strategy:
Our climate and culture is warm and inclusive and our reputation helps us recruit strong candidates.
Many of our interviewees come from staff suggestions.
Staff is always encouraged to pursue professional and personal goals.

Engage community members as partners and resources:
Friends of Stock: Stockapalooza (Annual fundraiser for music program), family dinner nights, Valentine Ball
Teacher representative is a part of the LSC and attends LSC meetings on a regular basis.
LSC teacher representative to report to staff after a meeting at our weekly 'All Staff Meeting'.

Partner with an organization that complements our school mission and vision:
Community partnerships with Loyola University, Northwestern University, Elmhurst College, Resurrection High School and others for student teachers, student observers, and student volunteers.
Chime Music weekly lessons
Rainbow Pet Therapy for our smaller classes and for children as needed.
Botanic Gardens monthly gardening lessons
Lifeline Theater drama lessons
Old Town School of Music, family jam, guitar lessons for staff
Scholastic Book Fairs (highlighting appropriate literature levels for PK students)
Wheels in Motion to support our students' families with their PT equipment needs
Friends of the Handicapped Children is a partner that supports our families that have children with disabilities. They also support our entire staff with happiness booster treats, breakfasts and luncheons.
Nono Pino's is a community restaurant that donates a staff luncheon and allows us to fundraise at their restaurant, as does Grazianos and several other play establishments like Kiddie Kingdom.

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
    - Use CPS Instructional Time Guidelines to maximize instructional time.
    - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
    - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
    - Leverage strategic source vendors to maximize dollars.
    - Seek and obtain grants to support articulated needs.
    - Use grant funds strategically to support areas of highest need.
    - Maximize the use of supplemental funding to close any priority group achievement gaps.

- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
  - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
  - Use an interview process including a protocol for questioning and select highly qualified candidates.
  - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
  - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
  - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
  - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
  - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
  - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
  - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
  - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district) ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework:	Shared Leadership, Curriculum & Instruction, Family & Community Engagment
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

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**

-The Project Approach to learning is implemented in every Stock classroom and inspires students to think and contribute high quality, concrete work to an audience beyond their classroom (To their parents/significant others in a culminating activity).
-Integrate academic and social-emotional learning - (Incredible Flexible You)
-Reach outside of the classroom for the real world (or simulated) application (field trips and experts in the field)
-Stock school mission statement states an intentional focus on developmentally appropriate social /emotional growth…
-units and lesson plans are written using collaboration by the team members and are posted on the Drive for all to use.

Plans are aligned with Illinois Early Learning and Development Standards and Teaching Strategies Gold
-Lesson plans follow developmental continuum based on Teaching Strategies Gold
-Students in the Cluster Program have their IEP goals aligned with the IELDS through the Stock School Core Curriculum
-The IEP goals are aligned with state standards
-State standards, TSG data, and WIDA standards are used in lesson planning.
-Special Events support the curriculum and include all students
-Two school-wide art grants support all student advancement toward achieving goals, IEP and IELDS

Accommodations and Modifications
-modifications and accommodations are planned ahead and included in the lesson plans for diverse learners and ELLs.
-Data drives occur three times a year to inform practice.
-Inclusion is a natural part of our culture. We received a state recognition for our work with inclusive practices in a high-quality program.

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

Suggested Evidence	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

- ✓ 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**

-The multi-modal approach is used for presenting all new ideas and concepts: verbal, visual and tactile materials and cues
-Developmentally appropriate learning centers that connect to a unit, planned with intentional regard to individual student needs and current levels of achievement.
-Hands-on learning using authentic material and experiences. Discovery and exploration of concrete objects to help students master and practice new skills
-Materials (and data) are used to assist with scaffolding and differentiation

-All materials are modified and adapted to meet the specific needs of the diverse learners in our cluster and blended programs
-Teacher developed materials that are scaffolded to the children's levels/areas of development
- Teachers provide access to consumables (loose parts, sensory table materials, garden, science and cooking materials)
-Core Vocabulary sheets are available in every classroom
-A wide variety of augmentative communication devices, voice output, (high tech)
-Low tech devices and techniques, objects, pictures, photos, eye gaze board, core vocabulary board.

-Smart board, desktop/laptop computers and iPad in every room, Smart table shared within the school.
-Informative Youtube videos shown on the Smart Board augment science lessons and physical activities i.e. Yoga, gross motor, music movement, etc. Videos are particularly helpful for ELL comprehension.

Equipment and the sensory room are available to every student to help regulate and prepare for instruction.

Community partnerships with PHY equipment companies that support our students with a physical disability

-All students have access to Chime music program once a week; multicultural dance and songs, movement, experience with musical instruments, musical vocabulary
-All students have access to physical education twice a week; gross motor development, self-regulation, hand-eye coordination activities
-Lifeline Theatre, partnership with community fine arts program, Incredible Flexible You
-All centers are stocked with developmentally appropriate material which is accessible to all students and labeled with a picture and words.

Guide for Instructional Materials

Instructional materials (including technology) are…..

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

- Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
- Materials are in English and native language for English learners.
- Reference and resource materials are readily available and circulated throughout the school.

○ **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
- Students interact with instructional materials to engage all modalities in the learning process.
- Technology is integral to students learning experiences.
- Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.

○ **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
- The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
- The teacher models effective use of various materials.
- Students understand that materials are a means to acquire language, knowledge, and competencies.
- Technology enhances students' higher order, creative thinking and problem solving.
- Materials connect subject area content to real life applications.

○ **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
- Students make choices about instructional materials as part of learning.
- Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
- Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Cross-section of materials from a variety of content areas and grade levels
	✓ Evidence of scaffolding and differentiation for all students to access the content/skills
	✓ Description of materials in curriculum and/or lesson plans
	✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy
	1b. Demonstrating Knowledge of Students
	1c. Selecting Learning Objectives
	1d. Designing Coherent Instruction
CPS Performance Standards for School	A3. Allocates Resources to Support Student Learning, Prioritizing Time

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING
✓ Universal Design for Learning Guidelines 2.0
✓ UDL PD Modules
✓ CPS Integrated Library System (S.O.A.R.)

Rigorous Student Tasks:

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

Score

1   2   3   **4**

-Achieved the Award of Excellence in Teaching and Learning.
-Achieved the Award of Excellence Inclusion of Student with Special Needs, which supports rigor for ALL students.
-Teachers use Teaching Strategies Gold to document, analyze and assess student growth three times a year. This information is used to guide lessons to promote student growth.
-Teachers and Paras use higher level questioning techniques to promote higher level thinking align with the unit of study.
-Student work is collected and samples are discussed with families and students. Progression in the development of skills is discussed with the parents on a continuing basis, in light of preparation for entry into Kindergarten. An interpreter is provided for non-English speaking parents.
-Teachers use clearly illustrated, non-fiction texts to elaborate on the classroom theme and to introduce new vocabulary in context for ELLs.
-Our cluster programs are working on communication to promote independence, social skills, needs and wants and choice making as well as independent functioning skills to promote future independence
-Skills are assessed informally, and as skills are mastered students are encouraged to move to the next step.
-Informal observations used to direct instructional levels.
- Material and tasks are differentiated to increase understanding and challenge students toward their next level of learning.

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

Transitions, College & Career Access & Persistence:

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

Score

1   2   3   **4**

Communication and independent functioning skills are worked on to promote future independence and transitions into an elementary school and beyond.
-Students practice perseverance during teacher-directed tasks by sitting and attending to those tasks given visual, verbal and physical cues.
-Social/emotional development is focused on in all interactions, an emphasis is put on self-regulation, flexibility, and adaptability.
-Picture schedules are used to assist all learners, especially diverse learners and ELLs and are an integral part of the large group "Circle Time". The picture schedule is used so that students become accustomed to planning their daily activities.
-Classroom/group etiquette is taught through song, movement, and gestures and is a regular part of the classroom routine.
-Vocations are discussed. Community Helpers is a common theme in our classrooms. Site visits are encouraged and community members are invited into the classroom as "experts" in accordance with various units.
-We hold the beginning of the year events to help families transition into Stock. At the end of the year, we hold events to help families transition to Kindergarten. We have a Forum for the Kindergarten teachers from the local elementary schools. They come and address the questions and concerns of our parents whose children will be leaving Stock.
-Our school counselor actively assists parents of diverse learners by scheduling visits to receiving schools for Kindergarten.
-TSG benchmarks are discussed during Parent/Teacher Conference day. An explanation is given as to the color bands and where their child falls within those bands. Parents can then see areas that need to be worked on and where their child meets or exceeds expectation for his/her age group. The TSG report is printed in Spanish for those parents whose dominant language is Spanish. An interpreter is available to assist in parent comprehension of the results.
- Case manager invites receiving schools Special Education Teacher and/or Case Manager to discuss student's transition to kindergarten.
-Social-emotional learning is emphasized and augmented with yoga sessions, a drama program to learn healthy expressions of students' feelings.
-Learning stories capture students' successful navigation of the Approaches to Learning skills that are essential to learning through all grades.

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	✓ 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	✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	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

✓ Everything College
✓ CPS Advisory Framework
✓ Preventing college plans from melting away
✓ To & Through Project
✓ Redefining College & Career Readiness
✓ College Scorecard

✓ 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

Instruction:

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

Score

1   2   3   **4**

> Teachers know their students' learning style, strengths, and weaknesses well. They know which students may have trouble with a particular unit due to noise, texture, vocabulary, length of session etc. and are able to change instruction and use techniques for individual students to assist with mastery.
> Promote learning through play and following the lead of the student.
> S/EL is the foundation of instruction.
> Students are placed in flexible and developmentally appropriate groups.
> Detailed lesson plans emphasizing scaffolded learning, questioning, and discussion techniques, small group instructions, modifications, accommodations, and differentiated instruction.
> Communication and social skills are focused on throughout the day, across all environments/activities.
> Reflections about activities that worked/did not work are addressed during weekly lesson planning and incorporated into the unit planner.
> Teachers follow students' lead as to what they want to learn and use real-life experiences to connect to student's home life/life outside of school.
> CLASS above State and National Averages: Avg. Emotional Score 6.74, Avg. Classroom Organization Score 6.93, Avg. Instructional Support 4.87.
> Team Meeting Notes, face-to-face discussions (formal and informal) and shared unit planning via Google Drive, allow Therapists to be a part of planning and inclusion of the instructional themes and strategies as it applies to their area of expertise.
> Bi-Weekly Newsletters - Share with parents about the instructional focus for the unit so parents can reinforce at home.
> Comprehensive and collaborative Curriculum/ Lesson Plans aligned with IELDS & TSG.
> Project Approach.
> Allowing students a variety of modalities to communicate and participate in class (pointing, eye gaze, etc.).
> Teachers differentiate instruction to meet the needs of all learners.
> Peer learning occurs in both small group and large group instruction.
> Team teaching works well with a Gen Ed, SpEd teacher and two Para-Pros. Each takes responsibility for instruction or access to instruction.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
  - Guide students to articulate the relevance of the objective(s) to learning.
  - Anticipate possible student misunderstanding.
  - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
  - Enable students to contribute to extending the content by explaining concepts to their classmates.
  - Build on students' language development and understanding of content.
  - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.

- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
    - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
    - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
    - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
    - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
    - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
    - Provide targeted supports to individual students or groups of students based on their identified needs.
    - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
    - Monitor progress and check for understanding for individual students.
    - Change instructional practice based on analysis of current data.
    - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s.
    - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
    - Intervene in a timely and effective way to help students who are struggling.
    - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
    - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ CPS Framework for Teaching with Critical Attributes ✓ CPS Framework for Teaching Professional Learning Modules ✓ CPS Framework for Teaching Professional Learning Opportunities ✓ Special Education Addendum ✓ English Language Learner Addendum	

CPS SCHOOL EXCELLENCE FRAMEWORK   18

Balanced Assessment & Grading:

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

Score

1   2   3   **4**

Data is taken at least weekly to monitor progress on IEP goals (behavioral, adaptive skills, social-emotional development, self-help skills, independent functioning this is) used for planning instruction as well as modifications and accommodations as needed, Including paraprofessionals and therapists.
RTL rooms use TSG to collect data on students within the blended classrooms throughout the year organized into three checkpoint sessions.
BOY & EOY REACH and progress monitoring for goals.
Cluster classrooms use Carolina Curriculum.
ECO on progress and exit.
Classroom teams take on-going formative assessments to inform unit planning.
Functional Behavior Assessment FBA is used for children in need of further intervention.
Reevaluation for IEPs with assessments done by team members and therapists.
Progress reports are sent out quarterly for progress monitoring.
Assessment outcomes and parent feedback are shared back and forth by the use of Activity Logs, Integrative Meetings, drop off/pick up conversations, Parent-Teacher conferences, Portfolio shares, technology share of information through photo and email share, Intake meetings, and Parent Input forms for IEP Meetings. This exchange of information also impacts planning and future instruction.

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS* and *Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of** universal design **and use of accommodations and, where needed, modifications.**
  - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
  - Work together on building common assessments within a department, course, or grade level team.
  - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit.
  - Use common protocols and calibrate on scoring and grading in teacher teams.
  - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
  - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
  - Measure, report, and document student progress and proficiency:
    - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
    - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
  - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
  - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

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

Multi-Tiered System of Supports:

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

Score

1   2   3   **4**

All staff is knowledgeable in universal design for learning as well as differentiated instruction.
Completed a school-wide study of S/EL instruction from CSEFEL. We continue to build on using the tool, ICP, as a guide for Inclusive Practice, using the pyramid model.
We use a team approach to assist students who require additional supports and we review progress on implemented strategies (behavior, toileting, etc.).
We use a collaborative approach across all disciplines and with families to assist students who require additional supports.
Incredible Flexible You for Tier 1 (SEL).
SS Grin for Tier 2 (SEL) – TSG Widely Held Expectations results are pulled at BOY, teachers report EOY progress.
Individual Supports for Tier 3 (SEL).
ESI-R / ASQ screenings, TSG, progress monitoring and referrals, and re-screenings to drive possible referrals.
A collaborative approach for related services.
Learning Stories highlight the approaches to learning mastery level and where supports are needed.
Printing out individual child reports in TSG to share with parents and to guide our instruction and supports.
Monitor students' attendance, using a proactive approach, mitigating multiple absences that may affect student performance.
Collaborative discussions regarding data of all students.
Teachers differentiate instruction to meet the needs of all learners.
Integrative team meetings to discuss and plan for individual students in a timely and effective manner.
Referral system in place.
School Counselor, School Psychologist, and School Social Worker work as a team. They are involved in the referral process and attend Integrative meetings, as needed.
The Intervention team is led by the school Psychologist and the School Counselor and includes a designated Special Educator.

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

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

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**

> Rooms set up to maximize instructional time and allow for transitions
> Morning meeting and review of the daily schedule
> Centers are clearly defined and contained developmentally appropriate material
> Inclusion Fun!
> Collaborative staff: formally, informally and electronically
> REACH student assessments
> REACH Teacher observation data
> Portfolio Collection highlights The Approaches to Learning and skill-based learning
> GOLD data collection and developmental reports given to parents
> Children filing and reviewing their own portfolio work
> Children are sharing their writing and stories with the group.
> Bulletin Boards that showcase students' work
> Pictures on classroom web pages that show students' work and process towards that work in a social environment.
> Student-led performances for parents and community
> Project Show culmination activities for staff, students, families, and community * Family attended showcases of students learning and work
> Parent-Child Activities
> Newsletters
> Building a classroom community, children feel a sense of belonging
> CHIME music
> Photo Apps sharing with parents
> Students/Classroom led all school music
> "Car Talk" discussion points for parents to use with their children
> Field trips initiating and culminating in a unit of study

Guide for Culture for Learning

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

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (cps.edu/sel) ✓ ASCA Mindsets & Behaviors	

Relational Trust:

Score

1 2 **3** 4

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.

> Students from instructional rooms participate in activities with their typical peers, working together in and out of the classrooms. Classrooms are paired with each other and work on group activities as well as visit each other's rooms for academic/social activities.
> All of the adults are on interdisciplinary teams and work together to plan activities, instruction, interventions, and general functions of the classroom. Adult members of the team have an important role in the emotional, social and academic success of the students. Students see all classroom adults as "their teacher" and are comfortable sharing their successes and challenges with any adult.
>
> The staff has worked on professional development in social-emotional learning, implementing new and interesting techniques for social development.
> Staff working on professional development for including children with special needs more intentionally and fluidly throughout their classroom day.
> Incredible Flexible You program introduced to all classrooms to promote social-emotional skills among the children. Working in small groups to continue work in this area.
> Small group social-emotional work for gen ed students struggling with social-emotional development. "SS Grin Program"
> Using the 5-Essentials, Effective Leadership is "Strong" at 76%. All indicators are stronger than the districts' averages including Teacher-Principal Trust is 57% and Teacher Influence is 62%.

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

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**

Gardening Activities incorporated with families on the playground
Science and math fair / Literacy Day or Night
Local Librarian comes to introduce the children to the services at the library and have children sign up for cards
Field Trips into Community - learning about community members
Student created diversity fence
Lifeline Theatre provides drama to students via a grant from Creative Arts
Grants obtained to provide students with fine art experiences and opportunities to create a school-wide art projects
Rainbow Dog Therapy brings dogs in for animal awareness and to work on students' IEP goals.
CHIME music provided for all students weekly
Inviting police officers, firefighters, mail people, dentist, etc. to speak with students on health and safety
Students take discovery walks in the community to support their classroom, unit learning
All School Music and music class support diversity through song choice, thus allowing students to learn about the classmate's culture which may be different than their own.
Fundraisers and social events outside of school for the children to encourage community and the school
Special events and performances provided for the children by outside educational performers
All School events that provide experiences with community members such as high school bands, safety officers, etc.
Partnership with a local farm on "Chicken Life Cycle" education and hatching eggs in the classroom
Family community relationship development through outings for parents to create a better sense of school community
Kindergarten Meet and Greet

Guide for Student Voice, Engagement, & Civic Life

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize

civic power as an individual and as a member of a community.

- **Become informed voters and participants in the electoral process**
  - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
  - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
  - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
- **Engage in discussions about current and controversial issues**.
  - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
  - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
  - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
- **Explore their identities and beliefs**
  - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
  - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
  - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
- **Exercise student voice**
  - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
  - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
  - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
  - Authentically **interact with civics leaders**
  - Students learn about community, city, state, and national civic leaders and their roles in civil society.
  - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.

- **Engage with their community**
  - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause

- **Take informed action** where they work together to propose and advocate for solutions.
  - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
  - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.

- Experience a **Schoolwide civics cultur**
  - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
  - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
  - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
  - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	• MVMS Student Survey completion rates and results • Artifacts from student-run organizations and events (including SVCs) • Meeting minutes/agendas that include student participation • Policies regarding student engagement in decision making • Service learning reports and/or reflections of SL projects • Unit and curriculum maps, rubrics, assessment artifacts • Evidence of student work • Democracy School recognition
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HST Standards

Safety & Order:

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

Score

1 2 3 **4**

Security officer's desk at the front entrance
Except for the front entrance, all doors locked and entrance is granted by use of a fob or a buzzer/camera system.
Health and safety committee comprised of several staff members. The committee is constantly soliciting information and safety concerns from the staff and parents.
The committee is actively involved in the maintenance of and modification of all safety drills, including evacuation, shelter in place, lockdown, and allergy drills.
The school maintains a release form that parents are required to fill out whenever a child is being removed from school at an unscheduled time. There are numerous guidelines in place to maintain student safety and security.
Entry/exit procedures in place for families
Emergency late pick up procedures in place
Factor Custodian checks and maintains the integrity of the outside playground equipment.
FIMS plan in place, on-time
Constantly reviewing plans with staff and parents for allergy awareness in classrooms
Nurse on site majority of the week

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

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

Score

1   2   3   **4**

Classrooms have "quiet" areas in the classroom for students who need a break
A preventative approach to discipline by teaching intensive small group social skills
Multiple behavioral strategies developed for the individual needs of the child.
Social stories
Behavior charts
Positive reinforcements
Adaptive seating
Sharing all strategies with parents and therapists so they use the same strategy across all settings
Sensory supports for behavioral development
EC philosophy of behavior management
SS Grin
Social-emotional learning
The staff has collective high scores on REACH "respect and rapport".
Consider other organic reasons for the behavior thru team meetings, small group instruction, collaborating with families
Professional development in student social-emotional development

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

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

Parent and Family Partnership:

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

Score

1   2   3   **4**

promoting learning and healthy development for all students schools thrive and student outcomes increase. The development and implementation of effective outreach and communication strategies will be inclusive of all families and school staff, creating a two-way feedback loop process which will lead to an increase in the home-school connection to identify, problem-solve and design actions which target instructional and student programs.

Parent learning sessions
PTO called Friends of Stock
Room Parents/Liaisons
Individual classroom opportunities for parent volunteers (Cooking, Mystery Reader, sharing home traditions...)
Daily communications with parents from e-mails, school website, classroom websites, web albums of photos shared with families, newsletters, or face to face communication, SeeSaw classroom app
All school activities that involve parents/family members in the gym or in the individual classrooms
Invite the family to IEP Meetings/Team Meetings
Stockapalooza, parent-run fundraiser
Parent night out events
Parents are given a phone tree and encouraged to set up child play dates as well as adult play dates.
Parents are provided e-mail addresses of teachers and administrators to contact or ask questions
Family-Fun Day - celebrating student successes over the school year and/or time at Stock
Parents drop-off in the classroom and pick-up in the building in front of the classroom
Communication books or daily logs that go home for parents to be able to understand what their child participated in (successes and challenges) while at school.
Prospective parent communication list
Prospective parent school tours
Home Connections (Homework) activities for parents and children to extend curriculum at home and school
The family attended showcases of students learning and work
"Car Talk" discussion points for parents to use with their children

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Guide for Parent and Family Partnership

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

Evidence, Measures, and Standards

School Excellence Framework Priorities

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

Goals

Required metrics (Elementary)   18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
N/A	(Blank)	(Blank)	0.00	0.00	0.00
National School Growth Percentile - Math					
N/A	(Blank)	(Blank)	0.00	0.00	0.00
% of Students Meeting/Exceeding National Ave Growth Norms					
N/A	(Blank)	(Blank)	0.00	0.00	0.00
African-American Growth Percentile - Reading					
N/A	(Blank)	(Blank)	0.00	0.00	0.00
Hispanic Growth Percentile - Reading					
N/A	(Blank)	(Blank)	0.00	0.00	0.00
English Learner Growth Percentile - Reading					
N/A	(Blank)	(Blank)	0.00	0.00	0.00
Diverse Learner Growth Percentile - Reading					
N/A	(Blank)	(Blank)	0.00	0.00	0.00
African-American Growth Percentile - Math					
N/A	(Blank)	(Blank)	0.00	0.00	0.00
Hispanic Growth Percentile - Math					
N/A	(Blank)	(Blank)	0.00	0.00	0.00
English Learner Growth Percentile - Math					
N/A	(Blank)	(Blank)	0.00	0.00	0.00
Diverse Learner Growth Percentile - Math					
N/A	(Blank)	(Blank)	0.00	0.00	0.00
National School Attainment Percentile - Reading (Grades 3-8)					
N/A	(Blank)	(Blank)	0.00	0.00	0.00

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

| N/A | (Blank) | (Blank) | 0.00 | 0.00 | 0.00 |

National School Attainment Percentile - Reading (Grade 2)

| N/A | (Blank) | (Blank) | 0.00 | 0.00 | 0.00 |

National School Attainment Percentile - Math (Grade 2)

| N/A | (Blank) | (Blank) | 0.00 | 0.00 | 0.00 |

% of Students Making Sufficient Annual Progress on ACCESS

| N/A | (Blank) | (Blank) | 0.00 | 0.00 | 0.00 |

Average Daily Attendance Rate

| N/A | (Blank) | (Blank) | 0.00 | 0.00 | 0.00 |

My Voice, My School 5 Essentials Survey

| Although a "Well Organized" school, we would like to focus some attention on and improve Relational Trust so it doesn't negatively impact our positive Climate and Culture in the future. Proactive rather than reactive. | (Blank) | (Blank) | (Blank) | (Blank) | (Blank) |

Custom metrics

0 of 0 complete

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

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
implement a system to study and elevate powerful interactions between staff/students, student/student staff/staff, and staff/parents	collaboration focused on relationships and instructional practices.	an increased professional capacity, more individualized and differentiated instruction and therefore enhanced student learning, with improved outcomes.

Tags:
Collaborative feedback, Staff interaction, Student interaction, Parent interactions

Area(s) of focus:
2, 3, 1

Action step	Responsible	Timeframe	Status
Implement "Calm Classroom" strategies to support greater self-awareness, emotional resilience and inner-peace.	teacher coaches, classroom teachers	Sep 4, 2018 to Jun 30, 2019	Not started

Coping strategies

| Staff will implement action items in PLG format when possible | ILT | Sep 4, 2018 to Jun 30, 2019 | Not started |

Plc

| Contract with an expert in coaching for powerful interactions. S/He will guide our Professional Learning focused on improvement of peer coaching. | ILT | select | Not started |

Consultant

Action step	Responsible	Timeframe	Status
Staff will engage in the book study of Powerful Interactions and then a follow up book study of Coaching with Powerful Interactions.	ILT	Sep 4, 2018 to Jun 30, 2019	Not started

Book study

Provide substitute teachers in order to support a system of peer-to- peer observations, coaching and reflective practices.	Admin, Clerk	Jul 1, 2018 to Jun 30, 2020	Not started

Substitute teachers

Develop observation cycles which include schedules for peer observations, self reflection forms, guided note catchers and peer idea sharing documents.	ILT	Jul 1, 2018 to Jun 30, 2020	Not started

Peer observation and feedback

Develop guidelines and professional learning around Parent communication and how to engage in difficult conversations.	ILT, Committee	Sep 4, 2018 to Jun 30, 2019	Not started

Parent engagement

Develop a protocol for referrals.	SpEd staff and admin	Sep 4, 2018 to Mar 5, 2019	Not started

Referral process

Strategy 2

If we do...	...then we see...	...which leads to...
have a consistent structure for teacher leadership that is focused on creating and implementing the theories of action which improve teaching and learning.	cohesive and timely planning for instruction, a collective ability to identify challenges, collect and review evidence, exchange ideas, and propose and implement solutions to challenges involving school improvement and shared leadership.	deeper dives into units of study, greater opportunities to explore quantitative and qualitative data, distributive leadership and a collaborative staff that feel supported and able to take risks.

Tags:
Collaboration, Leadership and collective responsibility

Area(s) of focus:
1, 2, 3

Action step	Responsible	Timeframe	Status
ILT bi-weekly or monthly meetings as determined and the secretary will post minutes and report at staff meetings	Admin, ILT	Jul 1, 2018 to Jun 30, 2020	Not started

Ilt meetings

Distributive leadership that will facilitate staff learning and manage committees/events	Admin and all staff	Jul 1, 2018 to Jun 30, 2020	Not started

Distributive leadership

Facilitation of observations/feedback cycles	ILT	Jan 7, 2019 to Jun 30, 2020	Not started

Peer observations and feedback

Training with consultant about Powerful Interactions	Admin	Aug 27, 2018 to Jun 30, 2019	Not started

Observation/feedback coaching

Strategy 3

If we do...	...then we see...	...which leads to...
If everyone develops positive relationships and opportunities to work together where individuals feel valued, cared for and respected	everyone working collaboratively to ensure the intentional implementation of the intended mission and vision and contributing toward an atmosphere of effective teaching and learning	transparency, respectfulness and open communication where everyone thrives as an adult learner and educator

Tags:
Relational trust

Area(s) of focus:
1, 2, 3

Action step	Responsible	Timeframe	Status
Change classroom teams so that experts can share their areas of strength with different colleagues	admin	Sep 4, 2018 to Jun 30, 2019	Completed

Collaborative planning, Teaming

Social committee will develop opportunities for social interactions.	social committee	Sep 4, 2018 to Jun 30, 2020	On-Track

Climate and Culture

Provide opportunities to build relationships using professional discourse (Integrative meetings, data dives, staff meetings)	Admin, ILT	Sep 4, 2018 to Jun 30, 2020	Not started

Professional discourse

Team building activities to promote a positive culture and climate	ILT, Admin	Sep 4, 2018 to Jun 30, 2020	Not started

Culture and climate

Professional concerns will be included in the ILT agenda as a standing item.	all staff	Sep 4, 2018 to Jun 30, 2020	Not started

Problem of practice, Professionalism

Work with our Social Worker, counselor, and Psychologist to promote a positive culture and climate.	Admin	Sep 4, 2018 to Jun 30, 2020	Not started

Develop multiple types of recognition opportunities	Admin, ILT	Sep 4, 2018 to Jun 30, 2020	Not started

Staff recognition

Set up a box, within the school with access for all stakeholders so people can share comments/concerns and ideas which will be reviewed in staff/PLG meeting	Admin	Sep 4, 2018 to Jun 30, 2020	Not started

Feedback

Set up a staff Seesaw group within in Stock School	ILT	Sep 4, 2018 to Jun 30, 2020	Not started

Communication

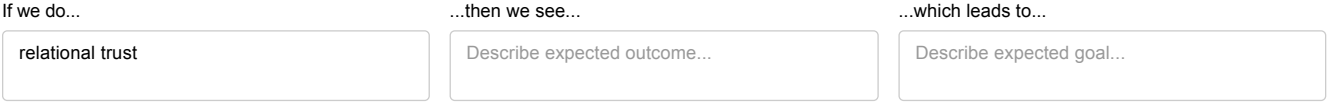|			
Communicate school events and units of study with families via school calendar, newsletters, website, Seesaw	Teachers, Admin	Jul 1, 2018 to Jun 30, 2020	Not started

Parent engagement

Provide parents authentic opportunities to engage with their child's learning environment	Teachers	Jul 1, 2018 to Jun 30, 2020	Not started

Parent engagement

Provide parents a voice in school policy and fund raising via the LSC and Friends of	Admin	Jul 1, 2018 to Jun 30, 2020	Not started

Parent engagement

Strategy 4

If we do...	...then we see...	...which leads to...
relational trust	Describe expected outcome...	Describe expected goal...

Tags:

Area(s) of focus:

Action step	Responsible	Timeframe	Status

Action Plan

Strategy 1

NOT STARTED   Implement "Calm Classroom" strategies to support greater self-awareness, emotional resilience and inner-peace."

Sep 04, 2018 to Jun 30, 2019 - teacher coaches, classroom teachers

Status history

Sep 3

NOT STARTED   Sep 03, 2018
Evidence
trainers training staff and staff is implementing in classrooms

NOT STARTED   Staff will implement action items in PLG format when possible"

Sep 04, 2018 to Jun 30, 2019 - ILT

Status history
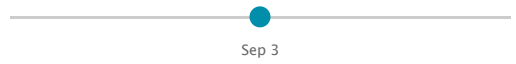
Sep 3

NOT STARTED   Sep 03, 2018
Evidence
Agendas

NOT STARTED

Contract with an expert in coaching for powerful interactions. S/He will guide our Professional Learning focused on improvement of peer coaching."

- ILT

Status history

Sep 3

NOT STARTED Sep 03, 2018
Evidence
Agendas, Budget, minutes, plan implementation

NOT STARTED Staff will engage in the book study of Powerful Interactions and then a follow up book study of Coaching with Powerful Interactions."

Sep 04, 2018 to Jun 30, 2019 - ILT

Status history

Sep 3

NOT STARTED Sep 03, 2018
Evidence
Agendas

NOT STARTED Provide substitute teachers in order to support a system of peer-to- peer observations, coaching and reflective practices."

Jul 01, 2018 to Jun 30, 2020 - Admin, Clerk

Status history

Sep 3

NOT STARTED Sep 03, 2018
Evidence
budget

NOT STARTED
Develop observation cycles which include schedules for peer observations, self reflection forms, guided note catchers and peer idea sharing documents."

Jul 01, 2018 to Jun 30, 2020 - ILT

Status history

Sep 3

NOT STARTED Sep 03, 2018
Evidence
schedules, written observation tools

NOT STARTED Develop guidelines and professional learning around Parent communication and how to engage in difficult conversations."

Sep 04, 2018 to Jun 30, 2019 - ILT, Committee

Status history

Sep 3

NOT STARTED Sep 03, 2018
Evidence
agenda, written guidance documents

NOT STARTED Develop a protocol for referrals."

Sep 04, 2018 to Mar 05, 2019 - SpEd staff and admin

Status history

Sep 3

NOT STARTED   Sep 03, 2018
Evidence
Written document

Strategy 2

NOT STARTED   ILT bi-weekly or monthly meetings as determined and the secretary will post minutes and report at staff meetings"

Jul 01, 2018 to Jun 30, 2020 - Admin, ILT

Status history

Sep 3

NOT STARTED   Sep 03, 2018
Evidence
agendas and minutes

NOT STARTED   Distributive leadership that will facilitate staff learning and manage committees/events"

Jul 01, 2018 to Jun 30, 2020 - Admin and all staff

Status history

Sep 3

NOT STARTED   Sep 03, 2018
Evidence
committee membership chart, planning agendas

NOT STARTED   Facilitation of observations/feedback cycles"

Jan 07, 2019 to Jun 30, 2020 - ILT

Status history

Sep 3

NOT STARTED   Sep 03, 2018
Evidence
Observation paperwork

NOT STARTED   Training with consultant about Powerful Interactions"

Aug 27, 2018 to Jun 30, 2019 - Admin

Status history

Sep 3

NOT STARTED   Sep 03, 2018
Evidence
Agenda, budget

Strategy 3

COMPLETED   Change classroom teams so that experts can share their areas of strength with different colleagues"

Sep 04, 2018 to Jun 30, 2019 - admin

Status history

Sep 3

COMPLETED	Sep 03, 2018
	Evidence
	School Org chart

ON-TRACK   Social committee will develop opportunities for social interactions."

Sep 04, 2018 to Jun 30, 2020 - social committee

Status history

Sep 3

ON-TRACK	Sep 03, 2018
	Evidence
	Flyers, Meetings Calendar

NOT STARTED   Provide opportunities to build relationships using professional discourse (Integrative meetings, data dives, staff meetings)"

Sep 04, 2018 to Jun 30, 2020 - Admin, ILT

Status history

Sep 3

NOT STARTED	Sep 03, 2018
	Evidence
	agendas/minutes

NOT STARTED   Team building activities to promote a positive culture and climate"

Sep 04, 2018 to Jun 30, 2020 - ILT, Admin

Status history

Sep 3

NOT STARTED	Sep 03, 2018
	Evidence
	Agendas, flyers

NOT STARTED   Professional concerns will be included in the ILT agenda as a standing item."

Sep 04, 2018 to Jun 30, 2020 - all staff

Status history

Sep 3

NOT STARTED	Sep 03, 2018
	Evidence
	Minutes

NOT STARTED   Work with our Social Worker, counselor, and Psychologist to promote a positive culture and climate."

Sep 04, 2018 to Jun 30, 2020 - Admin

Status history

Sep 3

| NOT STARTED | Sep 03, 2018 |

Evidence
Meetings calendar

NOT STARTED Develop multiple types of recognition opportunities"

Sep 04, 2018 to Jun 30, 2020 - Admin, ILT

Status history

Sep 3

| NOT STARTED | Sep 03, 2018 |

Evidence
report

NOT STARTED

Set up a box, within the school with access for all stakeholders so people can share comments/concerns and ideas which will be reviewed in staff/PLG meeting"

Sep 04, 2018 to Jun 30, 2020 - Admin

Status history

Sep 3

NOT STARTED Sep 03, 2018

Evidence
Visual of box in the school

NOT STARTED Set up a staff Seesaw group within in Stock School"

Sep 04, 2018 to Jun 30, 2020 - ILT

Status history

Sep 3

| NOT STARTED | Sep 03, 2018 |

Evidence
Staff has access to Seesaw app

NOT STARTED Communicate school events and units of study with families via school calendar, newsletters, website, Seesaw"

Jul 01, 2018 to Jun 30, 2020 - Teachers, Admin

Status history

Sep 3

| NOT STARTED | Sep 03, 2018 |

Evidence
Calendar, newsletters

NOT STARTED Provide parents authentic opportunities to engage with their child's learning environment"

Jul 01, 2018 to Jun 30, 2020 - Teachers

Status history

Sep 3

| NOT STARTED | Sep 03, 2018 |

Evidence
Observation, Newsletters

Provide parents a voice in school policy and fund raising via the LSC and Friends of"

Jul 01, 2018 to Jun 30, 2020 - Admin

Status history

Sep 3

NOT STARTED | Sep 03, 2018
Evidence
notices of events

Strategy 4

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

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

ESSA Program

○ ESSA Schoolwide Program

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

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

○ ESSA Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I

funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

◉ Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy   Complete

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

DNA

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

DNA

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

DNA

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

DNA

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

DNA

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

DNA

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

DNA

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

DNA

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

DNA

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

DNA

Policy Implementation Activities

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

☑

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

☑

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

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

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

DNA

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.)

Stock Early Childhood Center, "Where all children belong," fosters a love for learning in every child by providing inclusive and differentiated programs that nurture and support all of our students. The whole child approach, using a play based curricula, is intentionally focused on developmentally appropriate practices. Learning experiences promote social/emotional growth, communication and language development, self-help skills, fine arts and physical development. Stock provides math and literacy rich interactions that promote problem solving and strategic reasoning skills, insightfulness, perseverance, curiosity and creativity. We believe parents and families are our partners in their child's growth and development. We have so much fun playing and learning at Stock!

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.

Family Orientation first week of school with priority goals discussed. 11/4/18 & 4/10/19 are parent-teacher conferences. Additional conferences scheduled at parent's or teacher's request. Also include at Integrative meetings upon request. Informal meetings at drop off/pick up. GO CPS information night is in Oct.

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

There are four district scheduled opportunities for student progress reports. Nov and April are face to face conferences and Feb and June are paper only reports sent home. Parents also receive benchmark report cards and IEP statements of progress if their child has special needs. We invite parents into team and Integrative meetings.

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

Families have access to staff in person at drop off and pick up, via email and their class phone. Teachers are released for conferences if they can't find common meeting time with the parent.

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 guest readers, experts and guests of many kinds! Parents are invited to attend all special events in the school. Parents are invited to observe or participate in the classroom activity. Parents also serve as chaperones on field trips.

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

Parents participate in the classroom-home connection activity. They also participate in community events and engage their child in authentic learning opportunities. We provide an end of year packet for all students outlining ideas for summer learning.

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 consult with the school about the education of their child throughout the year at conferences, meetings, informally in the hallway and via email.

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).

Children will assure academic achievement by attending school on a consistent basis, when in good health. They will develop a love for learning and want to come to Stock to discover yet another amazing "thing". Stock students love their school and love their teacher and definitely love all of the activities their have an opportunity to participate in every day!

Parent Budget   Complete

Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.

DNA

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

Account(s)	Description		Allocation	
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.		$ 0	.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.		$ 0	.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.		$ 0	.00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)		$ 0	.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.		$ 0	.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.		$ 0	.00
54565	**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
53510	**Postage** Must be used for parent and family engagement programs only.		$ 0	.00
53306	**Software** Must be educational and for parent use only.		$ 0	.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.		$ 0	.00