



Alessandro Volta Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
01/23/2018	Emily Mariano	Network CIWP Workshop- Phase 1
02/02/2018	All Staff Members	Review of CIWP process and initial priorities
02/13/2018	ILT Members	School Effectiveness Framework
02/23/2018	PAC/BAC Parent Community Meeting	Parent Involvement
02/27/2018	ILT Members	School Effectiveness Framework
03/05/2018	Emily Mariano, Michele Brignoni	Network CIWP Workshop- Phase 2
03/13/2018	ILT Meeting	Strategy Development

02/20/2018	LSC members	Review of CIWP process and initial priorities
03/20/2018	LSC members	Review of priorities
04/10/2018	ILT Members	Strategy Development
04/17/2018	LSC members	Share Draft
05/01/2018	LSC members	Approve CIWP and SY19 Budget

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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.

1 2 **3** 4

Mission/Vision: ILT created own mission/vision and at the beginning the whole staff came up with core values that are embedded into each
 ILT system of reporting information to grade level and then bringing back grade level feedback
 As an ILT we think collectively about the whole school
 ILT & PBIS provide a structure for leadership and professional development
 Family Literacy Night, Science Olympiads, Before School Algebra, International Night, Possible Food Waste Program, Open Gym, Family Focus, Independent teacher after-school tutoring, Girls on the Run all capitalize on the leadership skills of others
 Empower others to make or influence significant decisions - we plan together
 Enable staff to focus and prioritize what matters most (belief mastering less number of goals/priorities than taking on too much & can't master it)
 Updates with school activities, initiatives/priorities to LSC
 Use MTSS framework & multiple stakeholders making decisions for students academically and social-emotionally
 Needs to be consistent in articulating vision to entire staff
 Ramp up "peer observation" and use each other as model ambitious goals

Guide for Leadership & Collective Responsibility

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

- Limit school improvement goals to a few high leverage activities.
- Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

On going Inquiry: Peer observations & student work protocol, take to GL teams, ask if it's working, PS Grid, Teachers presenting during ILT
 Share Leadership: Mission/Vision Values during ILT, Spoke as whole faculty about workstyles at BOY
 Protocols/Probing Questions:
 look @ on-track academic data, attendance data
 Schedule: Mtg Structure: Meet 2x.month, agenda is present
 Transparency /Inform Staff: Present on 2/02 PD, Bring information back from summit & to grade level teams
 Share leadership with representatives from all grade levels, bands, programs, etc.
 Use protocols and ask probing questions
 Collaboration: all team members are equally heard and encouraged to speak.
 Lead cycles of learning: Teachers have chosen their data collection type and are working in their grade level teams to complete one per quarter.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

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

Professional Learning:

Score

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

1 2 3 4

After each part of each PD feedback is solicited
 More consistent DL PD is needed
 More discussions/sharing around best practices needed
 ILT led PDs
 sign -up for peer observations of specific techniques or strategies (QFT, 3 Acts, Dictado, Bridging)
 Sharing of PD info (from network and other PDs) at the ILT and opened up to the faculty
 Use of Student Work Protocols to advance student learning in GLMs
 GLM's facilitate collaboration and learning together
 Need more time for meaningful collaboration such as Action Research/Professional Inquiry
 In order to make "safe practice" stronger and ensure staff uses new knowledge to improve practice, we would benefit from Learning Cycles
 A structured new teacher mentoring system is needed
 Allows safe practice (SIOP, peer observation, close reading)
 Professional learning for enrichment teachers or classroom teachers & enrichment teachers supporting each other
 Create schedules and systems to conduct peer observations and coaching

Guide for Professional Learning

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

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

1 2 **3** 4

- *Our schedule is in compliance with District guidelines
- *could improve SPED minutes served given students' IEPs
- *MS schedule reflects additional time allowed for small group instruction
- *School budget has allocated subscriptions to online resources, such as Reading A-Z, MyOn, Compass Learning, etc; however, the effectiveness of each online resource and actual use is inconsistent and/or measured for it's success on student learning
- *Interview process includes several staff members and invites shared decision making and creation of interview questions
- *Majority of staff members are assigned positions that best maximize their skill set and strengths; others desire to remain in the same grade level for longer periods of time
- *Teacher feedback is solicited informally; a more formal process (ex. survey) could help gather more input
- *School has secured some grant funding- such as Auditorium work, Albany Park Theatre Project, Donor's Choose; however, strategic planning for additional grants could be developed
- *School partners with some outside organizations- such as North River Commission, Junior Achievement, Family Focus, Salvation Army

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	
	<ul style="list-style-type: none"> ✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Aligning Resources with Priorities: Focusing on What Matters Most ✓ Instructional Supports ✓ Strategic Source Vendor List ✓ CPS Instructional Time Guidelines: Elementary School Overview ✓ CPS Instructional Time Guidelines: High School Overview ✓ CPS Instructional Block Guidance: K-2 Literacy ✓ CPS Instructional Block Toolkits: Math

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Score

1 2 3 4

Texts complexity is evident in different content areas.
 Opportunities for project based and field trips.
 Big ideas often used for planning units
 Units planned collaboratively with varying degrees of cohesiveness
 Need for scope and sequencing+++ or maps
 Need cohesive program/curriculum
 For ELL students there is a research based structure implemented
 SEL needs are met by individual teachers, but with varying consistency.
 Many grades have units, but some may need time to fine tune horizontally before working vertically.
 Units integrate Social Studies/Science
 Units include big ideas/Essential Understandings
 Language goals and Content goals
 DL working on English and Native Language development
 DL curriculum strives to be culturally relevant, celebrating students' background, ethnicity and language.
 Connect to real world, connecting lessons
 Grade appropriate text (classroom libraries, myon, compass, reading a-z)
 Connection, real world (field trip, speakers, lessons)
 Curriculum tailored (MAP data, analyzed student work, online materials)
 Culturally relevant-Less populated cultures more books/resources
 There is no SEL embedded in our academic on a regular basis. Currently, it's needs-base
 Vertical alignment is needed and a scope and sequence.
 Also needed: comprehensive units with strong assessments(in reading/writing) , daily objectives and a pacing guide.
 There is a need for curriculum mapping (vertical) and time needed to collaborate.
 Units are aligned horizontally but time is needed to work on common assessments.
 A need for a Literacy curriculum separate from the units.
 Guided reading material is needed as well.
 Go Math is vertically aligned from grades K-5 but different for the upper grades.
 Separate Literacy curriculum for phonics (DL spanish & English)
 Guided reading materials.
 Science curriculum
 UBD are done for horizontal alignment (need time to fine tune them).
 Need time to meet to revise unit/assessments and then coordinate vertically
 Reading groups based on lexile or MAP levels
 Foss books for science L.A. integration
 Oral Language: Student discourse as a focus for all grades
 Have texts in both languages for DL (but could always use more)
 Real World: Science, UBD units and projects, Science Olympiads, field trips
 Thematic units exist, but not consistently
 Would like Bridging training in Dual
 Need updated SS and Sci curriculum

Guide for Curriculum

- - **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Integrate academic and social emotional learning.**
- **Connection to real world, authentic application of learning. For example,**
 - Provide opportunities for meaningful project-based learning.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
- - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
 - Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

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

Instructional Materials:

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

Score

1 **2** 3 4

No systemic literacy curriculum/materials
 Math materials are disjointed (Go Math K-5; Connected Math 6-8)
 Materials need updating; access to Second Step and Olweus+++
 Technology exists to support and differentiate (chromebooks, google classroom, Raz Kids Khan, online materials/textbooks)++++
 Google classroom++ in primary
 Use technology to differentiate; technology is integrated (elmo, projector, computers, etc)++
 More training on the mimeo
 Classroom libraries in DL classes
 In the past, materials were rarely updated/upgraded due to budget restraints.
 Increase of instructional materials are needed like class sets of dry erase boards, clipboards, whiteboard, markers, manipulatives++, etc,++
 More chromebooks per classroom++, 2nd grade; ipads
 Need for guided reading materials/book room for both languages++
 Need for science kit replacement items
 New materials arrived for Spanish and English++ could use more
 Need language balanced books in library, books that reflect language/cultures of the students
 Aligned to CCSS and WIDA
 Varied and flexible->hands on, Kids a-z
 More native language materials for non-English/Spanish
 Access to lots of tech and websites (compass learning, myon, raz kids)
 Update classroom libraries/more culturally relevant books.
 Guided reading sets in English and Spanish.
 Literacy curriculum separate from units
 More quality media/ipads or chromebooks in the classrooms.
 Knowledge of what is available in our school. A place to go to check out materials; mimio boards, book sets, smartboards...
 we know there are instructional materials, we don't know where the materials are. Is there a sign in sheet or do we know what is available at school? We have tools, but needs to be organized of the things we have available.
 Dual Language perspective - intervention materials in Spanish
 Science - materials need to be replenished (each teacher needs 2 of each kit) because materials are shared
 SEPUP Spanish textbook
 Separate Literacy curriculum for phonics appropriate for DL (DL spanish & English)
 Guided reading materials in Spanish and English.
 Big books in spanish aligned to our units.
 Science curriculum if we are going to continue with Foss
 We only have one Second Step kit that is shared to support social emotional learning.
 Technology, ipads more support on Mimio Tech perhaps a refresher course.
 Culturally relevant books for our classroom libraries.
 We have a base especially with the math and science programs, but many materials need updating or replacements
 Technology: we have chromebooks or IPADS. Not all technology works consistently. Also SPED needs their own computers.
 Other programs we have access to: ThinkCentral, Myon, Raz Kids, Compass Learning (Middle School)
 School provided books were ordered (could always use more)
 Have a bookroom but it needs organization with a separate room for content area materials
 Need a running list of what is available school-wide (i.e. novels, math/science manipulatives, etc...)
 Dual materials that are available from CPS approved vendors are not a complete curriculum

Guide for Instructional Materials

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

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
 - Are selected and adapted based on learning objectives and learner needs.
 - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
 - Student outcomes and developmental appropriateness determine when and who will use the materials.
 - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
 - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
 - Materials are in English and native language for English learners.
 - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
 - Students interact with instructional materials to engage all modalities in the learning process.
 - Technology is integral to students learning experiences.
 - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
 - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
 - The teacher models effective use of various materials.
 - Students understand that materials are a means to acquire language, knowledge, and competencies.

- Technology enhances students' higher order, creative thinking and problem solving.
- Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
 - Students make choices about instructional materials as part of learning.
 - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
 - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SGRP 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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Universal Design for Learning Guidelines 2.0 ✓ UDL PD Modules ✓ CPS Integrated Library System (S.O.A.R.)

Rigorous Student Tasks:

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

Score

1 2 **3** 4

Math/Science
 Academic and Content Vocabulary
 Three Reads / multiple strategies-students sharing and using
 Three Acts
 Mathematical/Scientific Reasoning (Claim, Evidence, Reasoning)
 Drawing and Using Models, Explanations
 Analyzing student work-looking for misconceptions
 Both Math and Science (Multiple standards)
 QFT
 Examples of rigorous student tasks:
 Writing Prompts
 Daily 5 (Reading stamina)
 Literature Circle (To engage in academic discourse)

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
 - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
 - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
 - Tasks are Integrative to draw on multiple standards.
 - Teach for Robust Understanding in Mathematics (TRU Math). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
 - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);

- **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

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

Score

1 2 **3** 4

Naviance lessons are taught to 6th - 8th grade students. Students complete Naviance Individual Learning Plans (ILPs). According to CPS Naviance Usage Report (03.01.18) Volta has 2nd highest "average log-ins per student" for Network 1 middle schools. As part of Naviance students take a career interest inventory.

Field trips to High School Fairs are coordinated and supported. Over 20 schools were represented at high school fair. Roosevelt, the neighborhood high school, comes each spring to help 8th grade students register for high school classes. 8th grade Algebra is offered to qualifying students

HS application process is supported through evening informational sessions and daytime sessions with navigational support through the HS application process. Counselor and 8th grade teacher had 1-1 conference about high school selection with 100% of 8th grade students. Counselor and 8th grade teacher co-taught lessons on types of high schools and the high school application process. Exit Slip Results After Lessons:

97.5% of 8th grade students stated the correct opening date for high school applications
 98.8% of 8th grade students correctly identified the CPS high school application website
 98.8% of 8th grade students correctly identified the deadline for CPS high school applications

High School Application Data from Dashboard
 100% of 8th grade students activated GoCPS Accounts
 100% of 8th grade students submitted a high school application through GoCPS

GoCPS common application process was rolled out and supported through informational sessions to interested families. Go CPS weekly announcements were emailed to students and posted for families on school website.

Career Day: 6th, 7th & 8th Grade students participated in Volta Career Day. 6th grade students listened to keynote speaker, 7th & 8th students heard keynote speaker and spoke to career professionals. Prior to career day, counselor taught lessons during social studies time on professional dress and appropriate questions to ask volunteers.

Junior Achievement Partnership
 8th grade students (307 & 311) attended financial literacy field trip on February 13th.

K - 6th students will have "JA in a Day" on May 4th. Volunteers will come in to speak to students about college readiness, career interests and being "money-smart".

Mental Health 101
 Chicago Children's Center for Behavioral Health Presented to BAC/PAC on "mental health 101". The speaker spoke to parents about signs of depression, anxiety, and how to seek help.

Community Resource Fairs
 Community resources fairs are held during "Back to School Bash" and spring report card pick-up.

On Track Presentation during BAC on April 11th by counselor. Purpose of meeting is to inform parents of on-track definition in elementary school. Presentation also teaches parents about how success in elementary school translates to high on-track rates for high school graduation.

Are students transitioning out of EL services monitored?
 Do not partner with GEAR UP anymore.
 Did not take a college visit this year.
 No career lessons lessons for K - 5
 Student check and write down their academic grades to keep monitor their progress, and catch up on assignments to relearn materials before it is too late.

Guide for Transitions, College & Career Access & Persistence

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

communication/ collaboration, and self-regulation.

- In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- Provide opportunities for Dual Credit/Dual Enrollment
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.
 - Equipping students and families with persistence strategies. (College Persistence Toolkit)
 - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 2 **3** 4

Flexible grouping (using RIT and TRC/DIBELS/IDEL data), scaffolded learning, open-ended questions, DL HAS to build vocabulary through visuals and anchor charts and read alouds.
Add more engagement at the beginning of instruction to increase students connection and relevance to what is being taught.

Need to work on: time for peer observations, lesson studies, cognitively demanding tasks (depending on the class), more PD's on discussion techniques, Depending on the classroom...need higher level thinking and discourse for students,

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
 - Guide students to articulate the relevance of the objective(s) to learning.
 - Anticipate possible student misunderstanding.
 - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
 - Enable students to contribute to extending the content by explaining concepts to their classmates.
 - Build on students' language development and understanding of content.
 - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
 - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
 - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own

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

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

Score

1 2 3 4

Group points-Students group/peer assessment and feedback
 Scoring Points (4, 3, 2, 1)-Math (Multiple Steps problems, Science-Analysis
 Experimental Design-Lab Rubric
 NWEA scores are used for instruction but a diagnostic is needed for math & science.
 Choices given to students for assessment including based need.
 Students create questions using questions stems at different levels(Kahoot, Bingo) and are used for the quizzes
 ELLs and SPED-choices
 Common assessments are not developed department or grade
 Calibrating happens for REACH
 Parent portal, monthly grading reports sent home to 6 grade parents
 Assessments take shape with quizzes, projects, presentations not only one way to assess students.
 Strong with assessments that are differentiated (translated assessments etc.)

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	<ul style="list-style-type: none"> ✓ 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 ✓ Exemplar of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction 1.c. Selecting Learning Objectives 1.d. Designing Student Assessment
CPS Framework for Teaching	2.g. Using Assessment in Instruction 4.a. Reflecting on Teaching & Learning 4.b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
	<ul style="list-style-type: none"> ✓ 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

SEL Tier 1:
 consistent curriculum.
 Have PBIS Team

SEL Tier 2:
 SS Grin Social Skills Group (13 students per year, grades 3rd & 4th)
 SPARCS Trauma Group (7 students per year, grades 6th & 7th)
 4 students in CICO
 Started Behavioral Health Team to address Tier 2 & 3 concerns

SEL Tier 3: APCC Individual Counseling - 16 students
 Starting individual counseling partnership with LSSI
 SASS Crisis calls All qualified for at least 3 months free therapy
 Behavior plan or contract for 2 students
 CARES is present
 Bullying seems to have decreased but instruction is still needed.
 Attendance incentives- CARES golden cards, student/staff basketball game
 No school wide grade incentives besides principal honor roll and honor roll.
 Suggestion: it would be nice to see the default in the parent gradebook to be any grade under a C gets an email.

Tier 2, 3
 Teachers meet with SPED teacher & interventionist
 Yes, each student has a PLP
 Based on what we see, parent communication is good.
 PreK-2 teachers talking with parents after school as kids are getting picked up.
 teachers making phone calls home
 Many teachers have websites that are used regularly to update parents
 have core units that address SEL specifically. For example: Volta CARES Unit first quarter, tied to literacy through read-alouds that address bullying, inclusion/exclusion, respect for diversity. We use these books to teach author's message. 2nd quarter we have a Celebrations unit that celebrates culture and incorporates literacy through several anchor texts. Our current nonfiction units integrate Science/ESL/Geography and Native Language instruction.
 Tier 2 and Tier 3 is where we feel we need more support.
 Professional development is needed for RTI.
 A need for professional development on social/emotional issues for social justice...
 More support for behavior/academic issues in primary.
 we need to standardize it. We need to have 1 style of MTSS that we get trained on, and that's the one gets used.
 Too many kids that fall under Tier 2. Reidentifying Tier 1(?) For example, the class consists of students who are in 10-30th percentile. Looking at the data (separate from the class), it looks like the every student needs Tier 2, however, when looking at Tier 1, as a class, the students "fit in".
 Spanish Interventionist to provide support
 Tier 1 receive lessons on bullying and we go over on the definition, perhaps should be reinforced since we have new staff members. We use some books on myon.com that support the topic.
 Perhaps some more friendly posters around the school of children following the rules.
 Support in Tier 2 and Tier 3 intervention.
 RTI support and intervention material.
 Guidance in entering information on gradebook.
 Reviewing guidelines on procedures for referring and steps for MTSS.
 Need a program for Tier 2 that is easily accessible and manageable for classroom teachers
 Family Focus has been a big support
 School-wide attendance incentive program is working
 Tier 1: Need school-wide core 1 curriculum
 Tier 2/3: need monitoring system, need strong vertical curriculum to make this systemic, and intervention needs to start at the moment of misunderstanding
 SEL instruction and PBIS is great
 Encouraging attendance with incentives (meeting with parents who do not come)
 Curriculum for interventions (upper grades)

Guide for Multi-Tiered System of Supports

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
 - Empower student to advance their learning.
 - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
 - Classrooms are student-centered with student agency.
 - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
 - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.

- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
 - Monitor students requiring and receiving targeted and intensive instruction/interventions.
 - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
 - Determine appropriate interventions for students or groups of students not making adequate progress.
 - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> B3. MTSS Implemented Effectively in School

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 **3** 4

Perfect attendance incentive
 Student of the month (and often used for “most improved”)
 Academic certificates for acknowledging high-achieving students
 CHAMPS expectations posted in hallways. Many teachers incorporate versions of this as in DL classrooms Movement, activity, and voice level
 Teachers take the time to talk to students about the importance of hard work
 In primary there’s a lot of differentiation in helping students work.
 Beginning to include some strategies to monitor and support students but teachers need more tools and support to make this a regular practice.
 Set high-expectations and belief ALL students can achieve high levels of academic achievement.
 Teachers need support in finding adequate tools to monitor academic behavior across teachers. Student logger could be helpful if added section for academic feedback.
 Differentiate expectations for all students. Depending on the classroom we need more differentiation and small group teaching
 CHAMPS needs to implemented more consistently or it’s meaningless.

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 ✓ SQR 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	
<ul style="list-style-type: none"> ✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (cps.edu/SEL) ✓ ASCA Mindsets & Behaviors 	

Relational Trust:

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

Score

1 2 3 4

Trusted relationships with students: 4 students in CICO, 1 student in mentoring program w/teacher, suggestion: youth interventionist & security on de-escalation attend training on restorative practices,
 Foster supportive, respectful staff-student interactions: Give out CARES Cards, PBIS Attendance heroes bulletin board student of the month award
 Student interactions are positive: sporadic use of peace circles, playworks class game time, APTP, Student safety on SQRP is neutral
 Race and equity, diversity: students need to learn how to appropriately discuss race and ask questions about it.
 Support and respect professionally and personally: Collaborative teachers rating on SQRP is neutral
 Student/ teacher trust: Check in/Check out, Playworks, PBIS/CARES, Dean checks in with specific students, reciting the CARES pledge every day
 Student/student relationships: Playworks, Rock Paper Scissors to solve issues. Still need help with SEL like second step, need more PD on how to teach SEL, need more support for primary so it doesn't escalate as the kids get older.
 Race/diversity: create an international night or some sort of diversity activity at the beginning of the year- nothing is present at the beginning currently.
 Teacher-Teacher trust: after school (teacher) activities are present but we need more diversity(of activities) and more participation. No vertical planning time. No staff meetings, very few days for collaboration with other teams. Teachers actively seek each other out for help but we need help branching out to people outside of our circles.

Guide for Relational Trust

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
MTSS Framework	Shared Leadership, Family & Community Engagement
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate
Now WHAT? Materials to Support Improvement Planning	
✓	Social Emotional Learning Supports (cps.edu/SEL)
✓	Trust in Schools: A Core Resource for School Reform (ASCD)
✓	Creating a School Community (ASCD)

Student Voice, Engagement, & Civic Life:

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

Score

1 **2** 3 4

School has a Model United Nations after-school program for grades 6-8
 Preparations for school to have a Student Voice Committee for next school year, 2018-2019 have initially begun
 Student Council program no longer exists but used to have one
 8th grade students learn about the Reparations Won curriculum
 PBIS Team surveys middle school students about types of games they want at CARES Fair.
 Extracurricular Activities
 Girls on the Run (grades 3-5)
 Hearts and Soles (grades 6-8)
 Science Olympiad
 Family Focus
 After school open gym supported by one of our gym teachers

Guide for Student Voice, Engagement, & Civic Life

Study politics

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> • MINS Student Survey completion rates and results • Artifact from student-run organizations and events (including SVCs) • Meeting minutes/agendas that include student participation • Policies regarding student engagement in decision making • Sample learning reports and/or reflections of SL projects • Link and curriculum maps, rubric, assessment artifact • Evidence of student work • Democracy School recognition
Measure	✓ Five Essentials – Supporting Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/MS Standards

Safety & Order:

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

Score

1 2 3 4

*Teachers have developed strong systems and structures in their own classrooms to promote positive student behavior; however, hallway, bathroom, lunch and recess are times of the day where incidents of student behavior are increased.

*Some pockets of the school have very efficient procedures to maximize instructional time particularly where there are classes that have minimal transitions.

*Student classroom helpers help to maximize student learning and transitions within the classroom such as attendance, jobs, technology, etc.

*5 Essentials data indicates that 30% of students feel somewhat/not safe in the bathrooms, and traveling between home and school.

*PBIS/CARES expectations are shared and clearly posted. Positive behavior is rewarded with incentives in place.

*Reinforcement of these CARES expectations shared by all staff members is inconsistent and is an area for improvement.

*Student participation and voice in the creation of decision making for schoolwide processes and initiatives is an area for improvement and progress.

*Inconsistent use of common consequences across classrooms.

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	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey “Safety” score
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Social Emotional Learning Supports (cps.edu/pdf)

Restorative Approaches to Discipline:

Score

1 2 3 4

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

*PBIS/CARES team supports a schoolwide system of incentives for positive student behavior, including CARES cards. Communication to families for positive behavior is an area for growth.

*Short term acknowledgements for reinforcement of student behavior is few schoolwide.

*SEL curriculum was taught explicitly in years prior, however, resources and time have not been allocated for staff members to carry this expectation on their own.

*Professional learning around trauma and its impact on student behaviors/learning is an area of growth and improvement.

*Development of a shared continuum of interventions and consequences for student misbehavior is an area for growth as a school community.

*Punitive responses to student misbehavior are reserved for limited use, however, increasing the use of logical consequences could be beneficial.

*Various opportunities for students to participate in repairing harm and generating solutions to resolve conflicts with peers is an area of growth.

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

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

Parent and Family Partnership:

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

Score

1 2 3 4

I feel very welcome and comfortable when I enter Volta School
 I feel very happy when I meet my son's teacher, she is very nice and respectful to me, and she is very welcome to any concern from me regarding my son. We communicate very well.
 I agree that our kids will love the of engaging families to school community.
 In my point of view, I like to have my feedback during school meeting events like PAC, LSC.
 *This meeting was very informative and very easy to communicate.

 Parent Partnership-4-Welcoming environment, always feel contented as teachers talk before and after school.
 Communication with Families-3-weekly newsletter would be helpful
 Opportunities for families to participate in school community-3-math night would be helpful as
 Go Math Curriculum is tough for the students and parents
 If parents could get like a syllabus beforehand it would be helpful
 Opportunities for Parents to Provide Feedback-2-Very little opportunities-would like to have monthly meetings-Suggestions:
 summer classes activities, after school-extra curricula

 The staff are professional.
 I have a very good communication with teachers and school staff.
 I am always invited to participate in all school's events. I feel welcomed!
 I feel comfortable when giving feedback.
 I prefer this meeting rather than papers

 I see myself very welcome whenever I enter Volta school, I feel it home.
 As a mother, I see all the teachers are working very hard to improve child's education and I feel that teachers always listen to parents concerns.
 School community and parents participation is the best thing to do to improve kids learning.
 I like to give my feedback during school meeting events like PAC and LSC.
 *This meeting was very easy to understand and follow then paper "feedback".

 Buen trato para mi cuando bengo a la escuela para mi la dificultad es que no hablo ingles.

Guide for Parent and Family Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
 - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
 - Host events for parents to share with other parents how home and school complement each other.
 - Share best practices around learning and development with parents to support students at home.
 - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
 - Inform parents of attendance expectations and the impact of attendance on a student's trajectory.

- Assist parents to volunteer in the school and/or participate on teams/committees.
- Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- **Frequently communicate with families about class and individual activities and individual student's progress.**
 - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
 - Send regular, positive, personalized communication from a staff member.
 - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
 - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
 - Information is provided to parents in their native language.
 - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

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

3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1	2	3	4	5	<input type="radio"/>
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1	2	3	4	5	<input type="radio"/>
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1	2	3	4	5	<input type="radio"/>
3	Expectations for depth & breadth of Quality Teaching: Instruction	1	2	3	4	5	<input type="radio"/>
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1	2	3	4	5	<input type="radio"/>
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	<input type="radio"/>
3	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	<input type="radio"/>

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					
These would be the scores needed to get the recommended SQRP points.	82.00	78.00	79.00	84.00	90.00
National School Growth Percentile - Math					
These would be the scores needed to get the recommended SQRP points.	68.00	52.00	76.00	76.00	76.00
% of Students Meeting/Exceeding National Ave Growth Norms					
These would be the scores needed to get the recommended SQRP points.	59.90	57.00	70.00	58.00	60.00
African-American Growth Percentile - Reading					
N/A	(Blank)	(Blank)	0.00	0.00	0.00
Hispanic Growth Percentile - Reading					
These would be the scores needed to get the recommended SQRP points.	76.00	78.00	67.00	78.00	78.00
English Learner Growth Percentile - Reading					
These would be the scores needed to get the recommended SQRP points.	95.00	97.00	55.00	95.00	95.00
Diverse Learner Growth Percentile - Reading					
N/A	46.00	(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					
These would be the scores needed to get the recommended SQRP points.	61.00	40.00	60.00	45.00	50.00

English Learner Growth Percentile - Math

These would be the scores needed to get the recommended SQRP points.	76.00	94.00	65.00	82.00	82.00
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Diverse Learner Growth Percentile - Math

N/A	66.00	(Blank)	0.00	0.00	0.00
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National School Attainment Percentile - Reading (Grades 3-8)

These would be the scores needed to get the recommended SQRP points.	45.00	62.00	55.00	66.00	70.00
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National School Attainment Percentile - Math (Grades 3-8)

These would be the scores needed to get the recommended SQRP points.	53.00	57.00	76.00	63.00	70.00
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National School Attainment Percentile - Reading (Grade 2)

These would be the scores needed to get the recommended SQRP points.	75.00	56.00	66.00	63.00	70.00
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National School Attainment Percentile - Math (Grade 2)

These would be the scores needed to get the recommended SQRP points.	55.00	44.00	80.00	57.00	70.00
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% of Students Making Sufficient Annual Progress on ACCESS

These would be the scores needed to get the recommended SQRP points.	28.20	(Blank)	40.00	45.00	50.00
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Average Daily Attendance Rate

These would be the scores needed to get the recommended SQRP points.	96.40	96.10	96.00	96.00	96.00
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My Voice, My School 5 Essentials Survey

Our goal is to be Well Organized to get the recommended SQRP points.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

0 of 0 complete

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

Strategy 1

If we do...

invest in targeted instructional materials and curriculum that align to common components across subjects and grade levels,

...then we see...

Teachers:
 *using aligned curriculum and instructional materials across grade levels to teach standards,
 *setting attainable goals for differentiated student groups
 Students:
 *making consistent progress from year to year,
 *displaying the characteristics of Agency, Identity and Authority

...which leads to...

students demonstrating growth in achievement as measured by standardized assessments.

Tags:

Aligned resources, Collaborative teachers, Academic achievement, Cognitive engagement

Area(s) of focus:

1

Action step	Responsible	Timeframe	Status
do a Needs Assessment of current Curriculum and Instructional Materials	all staff members	Jul 1, 2018 to Aug 31, 2018	On-Track
review district-approved curriculum available	all staff members	Jul 1, 2018 to Aug 31, 2018	On-Track
identify and purchase curriculum and instructional materials that are align to teacher, student, and school needs	all staff members	Jul 1, 2018 to Aug 31, 2018	On-Track
identify and create a structure and process for teachers to receive support and professional development on curriculum and instructional resources	all staff members	Jul 1, 2018 to Dec 31, 2018	On-Track
create a yearlong professional learning plan that details when and how teachers will collaborate and support one another with implementation of curriculum and instructional materials	specified committee	Jul 1, 2018 to Sep 30, 2018	On-Track
check on progress and status of priority mid-year SY 2018-2019	ILT	Jan 1, 2019 to Jan 31, 2019	Not started
check on progress and status of priority end of year SY 2018-19 and create necessary action steps for SY 2019-20	ILT	Jun 1, 2019 to Jun 30, 2019	Not started
draft new professional learning plan for SY 2019-2020 to meet needs identified by progress check	ILT or specified committee	Jun 1, 2019 to Jun 30, 2019	Not started

Strategy 2

If we do...	...then we see...	...which leads to...
<p>Tier 1-choose a schoolwide SEL program and provide training and time for implementation</p> <p>Tier 2-have sufficient academic MTSS materials for each grade and each program (DL and GenEd) and have training in those programs and time to review data</p> <p>Tier 3- create a team of interventionists dedicated to establish a system of support for Tier 3 interventions</p>	<p>Teachers... will provide SEL support to all students and can consistently implement Tier 2 academic interventions. Teachers will also have the data and support from interventionists.</p> <p>Students... will learn common language to express feelings, share struggles and develop coping strategies. They will develop foundational literacy and math skills</p>	<p>Students showing empathy toward others and leading to more appropriate referrals for interventions, fewer behavior incidents and fewer SASS calls. Students will demonstrate growth in their respective standardized tests/ measurement</p>

Tags:
Behavior supports, Collaborative teachers, Analyze data, Academic achievement, Academic growth

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status
conduct a needs assessment of the current process and structures in place for MTSS, Tier 1, 2, 3 supports	Admin, ILT, BHT	Jul 1, 2018 to Sep 30, 2018	On-Track

review schoolwide data for academic and behavior Tiers 1, 2, 3	Admin, ILT, BHT	Jul 1, 2018 to Sep 30, 2018	On-Track
identify a diverse MTSS team that includes both academic and behavior components	Admin	Jul 1, 2018 to Aug 31, 2018	Completed
provide necessary professional development for MTSS team members	Admin	Aug 1, 2018 to Nov 30, 2018	On-Track
create structure and process for MTSS learning to be shared with staff	MTSS team	Aug 1, 2018 to Oct 31, 2018	Not started
create a timeline for progress monitoring for students and data cycles to review school-wide data trends	Admin/MTSS Team	Jul 1, 2018 to Aug 31, 2018	Not started
identify personnel and supports for Tier 2 and Tier 3 interventions for both academics and behavior	Admin	Jul 1, 2018 to Aug 31, 2018	Not started

Strategy 3

If we do...

Create schoolwide structures and processes that support high levels of safety and order along with a sense of community

...then we see...

All Staff Members...
Working actively to maintain a safe and orderly school environment and community

Students...
Feeling physically and emotionally safe from harm and contributing positively to their school community

...which leads to...

A decrease in negative misconduct reports in student logger and Verify.

Tags:

Attendance, Behavior supports, Collective responsibility, Academic behaviors

Area(s) of focus:

3

Action step	Responsible	Timeframe	Status
Review 5 Essentials data and identify trends	specific committee/all staff	Aug 1, 2018 to Sep 30, 2018	Completed
Set goals based on identified trends	specific committee	Aug 1, 2018 to Sep 30, 2018	On-Track
Review Student Logger Reports from previous year and identify location hot spots	Admin and Jessica	Jul 1, 2018 to Jul 30, 2018	Completed
consider alternate recess location for students who need more behavior support	Admin, Jessica, Recess Team	Jul 1, 2018 to Aug 31, 2018	On-Track
implement SEL curriculum	all staff	Sep 1, 2018 to Jun 30, 2019	Completed

consider adding various levels and types of consequences for student behavior	Admin, Jessica	Jul 1, 2018 to Aug 31, 2018	Not started
identify personnel available for Crisis situations	Admin	Aug 1, 2018 to Sep 30, 2018	Completed
consider learning about Restorative Approaches to Learning PD	ILT/BHT	Jan 1, 2019 to Aug 31, 2019	Not started

Action Plan

Strategy 1

ON-TRACK do a Needs Assessment of current Curriculum and Instructional Materials"
Jul 01, 2018 to Aug 31, 2018 - all staff members

Status history



ON-TRACK Apr 30, 2018
Evidence
outcome of Needs Assessment

ON-TRACK review district-approved curriculum available"
Jul 01, 2018 to Aug 31, 2018 - all staff members

Status history



ON-TRACK Apr 30, 2018
Evidence
review of curriculum

ON-TRACK identify and purchase curriculum and instructional materials that are align to teacher, student, and school needs"
Jul 01, 2018 to Aug 31, 2018 - all staff members

Status history



ON-TRACK Apr 30, 2018
Evidence
purchase of curriculum and instructional materials

ON-TRACK identify and create a structure and process for teachers to receive support and professional development on curriculum and instructional resources"
Jul 01, 2018 to Dec 31, 2018 - all staff members

Status history



ON-TRACK Apr 30, 2018
Evidence
timeline of PD

ON-TRACK
create a yearlong professional learning plan that details when and how teachers will collaborate and support one another with implementation of curriculum and instructional materials"

Jul 01, 2018 to Sep 30, 2018 - specified committee

Status history



ON-TRACK Apr 30, 2018
Evidence
professional learning calendar

NOT STARTED check on progress and status of priority mid-year SY 2018-2019"
Jan 01, 2019 to Jan 31, 2019 - ILT

Status history



NOT STARTED Apr 30, 2018
Evidence
progress monitor checklist/status

NOT STARTED check on progress and status of priority end of year SY 2018-19 and create necessary action steps for SY 2019-20"
Jun 01, 2019 to Jun 30, 2019 - ILT

Status history



NOT STARTED Apr 30, 2018
Evidence
new action steps

NOT STARTED draft new professional learning plan for SY 2019-2020 to meet needs identified by progress check"
Jun 01, 2019 to Jun 30, 2019 - ILT or specified committee

Status history



NOT STARTED Apr 30, 2018
Evidence
new professional learning plan/calendar for SY 2019-20

Strategy 2

ON-TRACK conduct a needs assessment of the current process and structures in place for MTSS, Tier 1, 2, 3 supports"
Jul 01, 2018 to Sep 30, 2018 - Admin, ILT, BHT

Status history



ON-TRACK Apr 30, 2018
Evidence
results from needs assessment

ON-TRACK review schoolwide data for academic and behavior Tiers 1, 2, 3"
Jul 01, 2018 to Sep 30, 2018 - Admin, ILT, BHT

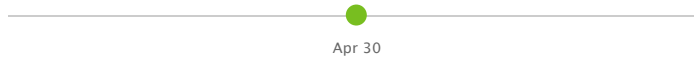
Status history



ON-TRACK Apr 30, 2018
Evidence
identified trends

COMPLETED identify a diverse MTSS team that includes both academic and behavior components"
Jul 01, 2018 to Aug 31, 2018 - Admin

Status history



COMPLETED Apr 30, 2018
Evidence
identified team members

ON-TRACK provide necessary professional development for MTSS team members"
Aug 01, 2018 to Nov 30, 2018 - Admin

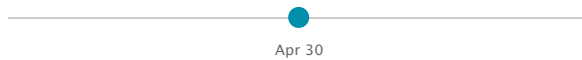
Status history



ON-TRACK Apr 30, 2018
Evidence
PD dates/sessions

NOT STARTED create structure and process for MTSS learning to be shared with staff"
Aug 01, 2018 to Oct 31, 2018 - MTSS team

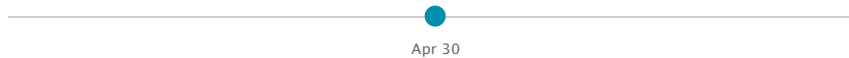
Status history



NOT STARTED Apr 30, 2018
Evidence
dates/calendar

NOT STARTED create a timeline for progress monitoring for students and data cycles to review school-wide data trends"
Jul 01, 2018 to Aug 31, 2018 - Admin/MTSS Team

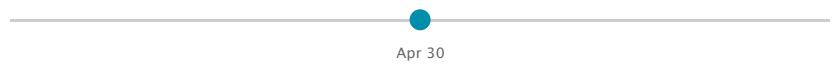
Status history



NOT STARTED Apr 30, 2018
Evidence
dates/calendar

NOT STARTED identify personnel and supports for Tier 2 and Tier 3 interventions for both academics and behavior"
Jul 01, 2018 to Aug 31, 2018 - Admin

Status history

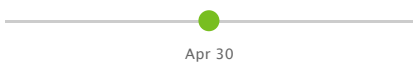


NOT STARTED Apr 30, 2018
Evidence
identified personnel and supports

Strategy 3

COMPLETED Review 5 Essentials data and identify trends"
Aug 01, 2018 to Sep 30, 2018 - specific committee/all staff

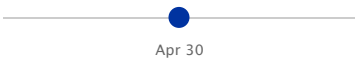
Status history



COMPLETED Apr 30, 2018
Evidence
identified trends

ON-TRACK Set goals based on identified trends"
Aug 01, 2018 to Sep 30, 2018 - specific committee

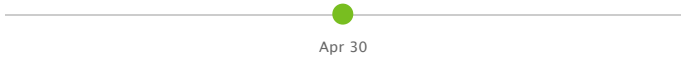
Status history



ON-TRACK Apr 30, 2018
Evidence
written goals

COMPLETED Review Student Logger Reports from previous year and identify location hot spots"
Jul 01, 2018 to Jul 30, 2018 - Admin and Jessica

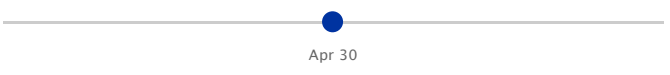
Status history



COMPLETED Apr 30, 2018
Evidence
identified data

ON-TRACK consider alternate recess location for students who need more behavior support"
Jul 01, 2018 to Aug 31, 2018 - Admin, Jessica, Recess Team

Status history



ON-TRACK Apr 30, 2018
Evidence
location and process for students

COMPLETED

implement SEL curriculum"

Sep 01, 2018 to Jun 30, 2019 - all staff

Status history



COMPLETED

Apr 30, 2018

Evidence

classroom instruction

NOT STARTED

consider adding various levels and types of consequences for student behavior"

Jul 01, 2018 to Aug 31, 2018 - Admin, Jessica

Status history



NOT STARTED

Apr 30, 2018

Evidence

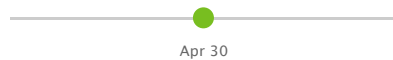
added consequences

COMPLETED

identify personnel available for Crisis situations"

Aug 01, 2018 to Sep 30, 2018 - Admin

Status history



COMPLETED

Apr 30, 2018

Evidence

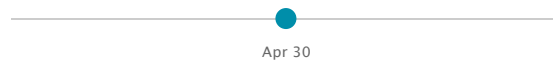
identified personnel

NOT STARTED

consider learning about Restorative Approaches to Learning PD"

Jan 01, 2019 to Aug 31, 2019 - ILT/BHT

Status history



NOT STARTED

Apr 30, 2018

Evidence

training/Professional Development/materials

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

- 6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
- 7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

ESSA Program

ESSA Schoolwide Program

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

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

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

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy

Complete

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

Volta School will distribute the current policy to all parents at the beginning of the school year at the Annual Title 1 Principal and Organizational PAC/BAC Meetings in September 2018. The School will receive input, suggestions and feedback from parents at these meetings as well as during Local School Council Meetings. Volta will receive input, suggestions and feedback from parents in the course of implementing and monitoring the Continuous Work Improvement Plan throughout the school year.

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

Volta School we will hold our Annual Title 1 Meeting and PAC Organizational Meeting in September 2018. At this meeting we will inform the parents of the Title 1 funds and the dates for subsequent Title 1 meetings. Parents will vote for the PAC officers. The Annual BAC Organizational Meeting and officer elections will also be held in September 2018. The school will post a notice and an agenda for these three meetings on the school's main door 48 hours before the meetings. Notices will be sent home 7 days in advance in four major languages: English, Spanish, Gujarati, and Arabic.

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.

Volta School will respond to individual parents who submit suggestions or questions within 1 week of receipt of the suggestion/comment by the school's principal. The principal will provide verbal responses at Local School Council Meetings, Title 1/PAC meetings and BAC meetings, or other individual or collective meetings with parents, as needed. Parents are encouraged to provide feedback after the parent meetings.

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

Volta School will distribute and explain to each parent via a report provided by the Illinois State Board of Education of their child's individual performance on the PARCC assessment and NWEA/MAP in Math and Reading when available and at report card pick up, parent meetings and individual meetings. We will share instructions on how to interpret the PARCC and NWEA/MAP scores in Math and Reading with parents.

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.

Volta School will send a notice/letter to each parent/guardian's home. The notice will be sent with the student by regular and/or certified U.S. Mail to the parent's address. It will notify them if their child is taught by a teacher who is not 'highly qualified' as defined in the Title I Final Regulations.

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.

Volta School staff will communicate about state standards and academic assessments at multiple points during the school year. For example, during Open House and Report Card pick-up. PAC and BAC officers will be invited to training sessions organized by the Network Office and Central Office where they'll learn about these topics. We'll employ existing strategies and develop new ones to increase parental involvement in supporting their children's academic progress, such as volunteering at school, serving on the Local School Council or attending Local School Council meetings, and serving on or participating in the Parent Advisory Council and Bilingual Advisory Council. Volta staff will use Parent Portal to communicate with parents about student academic progress. Volta will post important information on the school website, and will send informational handouts distributed at Parent Advisory Council meetings, Bilingual Advisory Council meetings and Local School Council meetings.

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.

Volta School will provide information, resources, materials and training to help parents work with their children to improve their academic achievement. They will receive this training at our Title I/PAC meetings, BAC meetings as well as, at meetings organized by the Network and Central Offices. Classroom teachers will provide parents with information on classroom curriculum and contents for parent support at home. This will be done at the school's Open House at the beginning of the school year and on Report Card Pick-up Days. This information will be continually be provided to parents via teacher phone calls, emails and on the school website throughout the year.

Volta School will conduct curriculum-related events every year such as History Fair; Science Fair; Music Concerts, educational field trips, and other cultural activities that will educate and build collaboration with our parents.

We will provide parents with information and resources through the school's website on supporting student success, interpreting data, and supporting learning. We will provide parents with information about individual students' academic progress in accordance with the Elementary or High School Promotion policies, as applicable.

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.

Volta School will collaborate with representatives on the LSC, PAC, and BAC regarding ways to improve communication and collaboration between families and staff members. The Parent Volunteer Coordinator will provide access and avenues to bring parent volunteers into classroom activities and school community events.

In addition, Volta will continue its partnership with Family Focus which promotes parental involvement and collaboration with staff members.

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.

Volta School will establish and support an LSC, PAC and BAC that will meet regularly and will work towards children succeeding academically and socially. We will have a strong Parent Volunteer Program at our school and offering parents the opportunity to volunteer at school, even if they are limited in English. We will work to learn of the needs of our parent population through collaboration with representatives from the LSC, PAC and BAC. We will continue translating important documents in Spanish, Gujarati, and Arabic as another support.

Volta will collaborate with neighborhood resources such as Albany Park Community Center, Lutheran Social Services, Family Focus, and the North River Commission to get access to parent and outreach programs that are available to community residents.

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.

Volta School will send home all meeting notices in four major languages: English, Spanish, Gujarati, and Arabic. Personal phone calls are made to parents in Spanish, Gujarati, and Arabic to inform them of all parent meetings or major events at our school. All the information given to the parents at all the meetings/trainings are translated in Spanish, Gujarati, and Arabic.

Policy Implementation Activities

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

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

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



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

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

N/A

School-Parent Compact

Complete

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

Volta Elementary School builds upon the talents and cultural capital of all students by providing rigorous instruction that prepares them for college, careers and the global workforce. Within a safe and supportive community, we use language and culture to build internal capacity, tolerance and a global appreciation for the contributions of others. It is our mission to ensure that all students are equipped to succeed in, and contribute to, the world they will inherit.

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.

The school will hold parent teacher conferences at the two CPS designated Report Card Pick-up Days. Conferences will also be held when requested either by the teacher or the parent at the convenience of the parent and teacher.

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

The parents will receive their child's 5 week Progress Report four times from all teachers, General Ed., Special Ed., and Bilingual. Parents of students in grades 3-8 will also get their children's NWEA/MAP results. Parents will get their child's Report Card/Progress Report four times a year. Support in using Parent Portal will be provided several times during the year, allowing parents to access their child's grades on a daily basis.

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

Parents will be able to meet their child's teacher during their preparation period or before or after school depending on the teacher's availability. Parents will also be able to request a translator if they need to have one. We have available translators at Volta School who speak several languages spoken by our students and parents.

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.

At Volta School, Josue Contreras is the Parent Coordinator. He recruits parent volunteers and assists parents with the online application process. He coordinates with the teacher and volunteer based on volunteer available and the teacher(s) or the school needs. Parents are always welcome at Volta.

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

Parents are invited to attend parent meetings in which they will learn how to help their children at home with homework, Reading, Math etc; Parents will constantly stay in touch with the teachers in order to learn more about their children's homework and classwork, and are encouraged to sign up and utilize Parent Portal. Parents are encouraged to be available to their children at the end of each school day and help them in any way possible. This could include taking them to the library and asking for other people's assistance with things they'll need help with. Support in use of the Parent Portal will be offered throughout the year by Volta Staff members so that parents will be able to monitor their children's grades on a daily basis.

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

Parents are invited to attend parent meetings such the LSC, PAC, BAC and Open House. Parents will learn about their child's educational programs and how to assist them in succeeding academically. They will also attend teacher-parent and IEP meetings if required. With high levels of involvement, parents are able to fully participate in their children's educational process.

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).

- a) Students will come to school on time and on a regular basis.
- b) Students will follow the behavioral expectations set by the Volta CARES criteria (PBIS) as well as the expectations set in the classroom.
- d) Students will do homework every day and ask for help when needed.
- d) Students will read at least 30 minutes each day outside of the school time.
- e) Students will give parents or adults who are responsible for their welfare all the notices and information.
- f) Teachers will share standardized test goals with the students so that the students know what they need to accomplish in order to show maximum growth and achievement.

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.

By the end of the first quarter, parents will be informed of the bylaws, roles and responsibilities, the programs offered at Volta, their child's educational program, assistance with registering and navigating parent portal, assessments administered to students, resources for assisting their child at home and neighborhood resources for self-improvement (ESL, benefits). By the end of the second quarter parents will be informed of the BHT services Volta offers and parents will participate in a mental health 101 workshop. By the end of the year, parents will also receive updates and assistance regarding immigration, updates from Family Focus and our partnership with Gardeneers. Parents will receive information about volunteering, assistance with the process and becoming active partners within our school.

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

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ Amount .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 2000 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 500 .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)	\$ 503 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ 1200 .00
<p>54205</p>	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ Amount .00
<p>54565</p>	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ 1200 .00

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

Must be used for parent and family engagement programs only.

\$	Amount	.00
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53306 **Software**

Must be educational and for parent use only.

\$	Amount	.00
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55005 **Furniture and Equipment**

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

\$	Amount	.00
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