Claremont Academy Elementary School / Plan summary

2018-2020 plan summary

Team

Name	Role	Email	Access
MaryBeth Padezanin	Principal	mpadezanin@cps.edu	Has access
Sharon Griffin	Math Specialist	smgriffin1@cps.edu	Has access
Charmaine Davis-Williams	SEL Coach	cadavis3@cps.edu	Has access
Kimberly Buckles	Counselor	kcbuckels@cps.edu	Has access
Maureen Dooey	Case Manager	mpmann@cps.edu	Has access
Deborah Bishop	Teacher- 4th-5th	doakinwale@cps.edu	Has access
Elvira Rivera	Primary Teacher/ILT Member	eirviera@cps.edu	No Access
Tiffany Tucker	SECA	tatucker@cps.edu	No Access
Carole Weaver	Teacher/Tech Lead	csweaver@cps.edu	No Access
Sonia Butler	Parent/LSC member		No Access
Maureen Fernandez	Teacher- P.E.	mefernandez1@cps.edu	No Access
Keisha Webster	6-8 ELA Teacher/CTU Rep	klwebster@cps.edu	No Access
Tammara Wofford	6-8 Math Teacher	trwofford@cps.edu	Has access

Demetrius Few   Youth Intervention Specialist   dafew@cps.edu   No Access

Team meetings

Date	Participants	Topic
03/13/2018	Rivera, Vanderheyden, Butler, Padezanin, Buckles, Tucker, Griffin	SEF evidence gathering
02/26/2018	Rivera, Vanderheyden, Butler, Padezanin, Buckles, Tucker, Griffin	SEF evidence gathering
03/14/2018	Padezanin, Griffin, Buckles, Williams	SEF Evidence gathering and scoring
03/15/2018	Padezanin, Griffin, Buckles, Williams, Butler	Goal Setting
04/09/2018	Rivera, Padezanin, Weaver, Wofford, Webster, Few, Tucker, Dooey, Fernandez, Bishop, Buckles, Williams	SEF Alignment
04/10/2018	Rivera, Padezanin, Weaver, Wofford, Webster, Few, Tucker, Dooey, Fernandez, Bishop, Buckles, Williams	SEF Alignment
04/11/2018	Rivera, Padezanin, Weaver, Wofford, Webster, Few, Tucker, Dooey, Fernandez, Bishop, Buckles, Williams	SEF Alignment
04/12/2018	Rivera, Padezanin, Wofford, Webster, Few, Tucker, Fernandez, Bishop, Buckles, Williams	Strategies and Action Steps
04/16/2018	Rivera, Padezanin, Weaver, Wofford, Webster, Few, Tucker, Dooey, Fernandez, Bishop, Williams	Action Steps
04/17/2018	Rivera, Padezanin, Weaver, Wofford, Webster, Few, Tucker, Dooey, Fernandez, Buckles, Williams	Action Steps
04/23/2018	Padezanin, Few	Funding

School Excellence Framework

Culture of & Structure for Continuous Improvement	4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1   2   **3**   4

every student.

According to the 5-Essentials survey, Claremont is well-organized for improvement and has a Strong score for Effective Leaders. The strongest scores came in the areas of Program Coherence, Instructional Leadership and Principal-Teacher Trust. Goals are focused on student success--improved instructional practices, through Professional Development, and differentiation to increase student achievement, improve student attendance, and SEL connection to the school. These goals are at the forefront of all and Teacher-leaders are established to chair committees for school improvement. The CPS Framework for Teaching is the center of all instructional observations and coaching sessions. Leadership opportunities for teachers are available for various projects, committees and positions.Administrative Leadership team formed for shared responsibility, accountability, data sharing, problem-solving, and to ensure program consistency across the school. All activities-PDs, student activities, parent components, instructional focus, and leadership-are aligned to the CPS goals. We need to develop a shared vision and goals and be evident in all practices with shared ownership.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1   2   3   4

The Claremont ILT team consists of DL teacher, ancillary staff and one general education teacher. The team looks at school-wide goals and plans for Science Instruction. The ILT schedules peer observations of best practices. Team meetings need to increase to 2 times per month. Teachers should drive the agenda with student data review. The ILT was not operating during the first half of the school year, but has begun. The Instructional leadership team is in need of additional members to adequately represent all areas of the school population.

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

Professional Learning:

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

Score

1   2   **3**   4

Claremont was rated Strong in PD on the 5 essentials.Teachers are provided with common prep times to allow them to collaborate with other teachers as well as lead teachers and administration. Grade level professional development sessions are held bi-weekly. Workshops were held on Balanced Literacy and TRU Dimensions of Math. Professional Development is focused and allows teachers to return to the classroom and put their learning into practice. Math lead teacher provides modeling and coaching. Teachers have an opportunity to provide input on the professional development that they receive.. Peer observations assist teachers as they receive professional feedback from other teachers as well as observe the instructional practices of other teachers. Grade level meetings allow teachers to review the data related to their students progress and adjust accordingly. Instructional coaches are available to assist teachers as needed. Differentiated professional development is needed to meet the needs of the teachers according to their strengths and weakness. Additionally,the establishment of professional learning communities

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	✓ 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	✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

- ✓ 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**

> Resources are aligned to ciwp priorities to allow teachers and receive maximum benefit. Common preparation times allow teachers to collaborate and combine resources effectively to better instruct the students. Schedules are created with recess coordinators and lunchroom staff to make effective use of time needed for instruction. Consultants are provided for both teachers and students to meet professional and educational needs of both teachers and students.Partnerships are formed for recess supports, safe play, and SEL team building. Opportunities for student trips are available that support instructional units. Resources are available for incentives for attendance.

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
  - Use CPS Instructional Time Guidelines to maximize instructional time.
  - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
  - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.

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

Evidence, Measures, and Standards

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

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

All content is standards-based and adhere to the CPS Content Framework. A scope and sequence is followed for Literacy and Mathematics. All materials are at grade level. Lessons of Study should but do not always include technology integration and a field experience to ensure consolidation of learning. We need to work on curriculum that leads to collaboration and project based learning. Integrate with outside agencies to enhance field based learning and real world connections. Differentiation occurs in literacy and mathematics and is evident in most lesson plans. Alignment, pacing, and evaluating assessments are monitored at bi-monthly meetings. According to the 5-Essentials, Collaborative Teachers and Ambitious Instruction are rated Strong. To ensure that our DL subgroup meets growth targets, most instruction is in the gen ed classroom, with support from DL teachers, to ensure exposure to rigorous instruction. Workshops and PD on standards are held so all instruction is standards-based using best practices.

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

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**

> All instructional materials are at grade level and are aligned with the CCSS. Diverse Learner students use the same curriculum as the general ed population but are used with modifications given by the special education teacher as well as the special education teacher assistant. There are a variety of supplemental materials available to support and modify the curriculum. There are Adaptive technology programs used at all grade levels to support instruction in both Literacy and Mathematics. Classroom libraries have various readability levels and libraries are available for all content areas. Novels and short stories are used to support units. Add more student choice to instructional materials.

Guide for Instructional Materials

Instructional materials (including technology) are…..

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School	A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Universal Design for Learning Guidelines 2.0 ✓ UDL PD Modules ✓ CPS Integrated Library System (S.O.A.R.)	

Rigorous Student Tasks:

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

Score

1 **2** 3 4

> It is the common belief that all students can learn and master the standards; this belief is in our mission and vision statements. Claremont scored Strong on Ambitious Instruction on the 5Essentials survey. The units in both ELA and Mathematics are built on basic skills and instruction and student tasks are scaffolded to meet the needs of all learners and ensure mastery of the standards. All objectives are standard-based and instruction is at grade level. Instructional tasks should be complex in nature with students and require students to think critically and not just use rote memorization. Greater need for students to create authentic work. Literacy instruction includes the use of novels and complex texts for close, analytical reading and thinking. Math instruction includes math talks and thinking and application problems. Create a shared understanding of what rigor and content standards look like. We need to set goals for quality instruction. We need to work on true differentiation that challenges all students. We need to analyze student work, as a data point, to plan complex tasks.

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	✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	1d. 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	
✓ Teaching for Robust Understanding in Mathematics (TRU Math) ✓ Math Practices: What to Look For Observation Tool ✓ Checking In: Do Classroom Assignments Reflect Today's Higher Standards? ✓ Student Work Protocol (EQuIP) ✓ 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

> The counselor works in assisting students with the HS application process, choosing a high school, and visiting high schools. Students are encouraged to attend HS Fairs, as well as make visits to shadow other students at the high school level. The Administrative Team works with every student in grades six through eight on goal-setting, good choices, creating an awareness when students are not On-Track, and career options. Eligible eighth grade students participate in Algebra class. Each member of the Leadership Team has adopted a grade level. The adult meets with the students that are not on-track and deep-dive with the students the root cause and create action plans to assist students with their success. Naviance is used but needs to be used with greater fidelity.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students

to fall behind or become disengaged from school.

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

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

✓ CPS College Persistence Toolkit
✓ Meaningful Linkages Between Summer Programs, Schools, and Community
✓ From HS to the Future (CCSR, 2006)

CPS SCHOOL EXCELLENCE FRAMEWORK   17

Expectations for depth & breadth of Quality Teaching   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

Score

1   **2**   3   4

understanding. They promote the emergence of self-directed learners.

> Objectives are aligned to standards; the purpose of the lesson is not always made clear to the students. Questioning is more aligned to basic understanding and comprehension. Higher order, critical thinking and problem solving is evident but not always the norm. This type of thinking is more evident in student responses than in previous years and instruction is increasingly focused on getting students to become thinkers and not passive learners. Instruction is scaffolded to ensure that all student, including DL and EL students, can master the standards. Unit and lesson planning include differentiation, however this is not always evident in all classrooms and is a school-wide goal. Teachers are working toward mastering all components of the Math lessons but need to be continuously monitored. Assessment plans should drive the unit and lessons. Frequent monitoring and informal assessments must be incorporated into daily instruction. Use of data to identify students that are off-track and instructional plans are created to identify areas of need. Progress monitoring tool needed for students in grades 3-8. School-wide attainment and growth targets have not been met on the NWEA. Continue to use assessment to guide instruction.

Guide for Instruction

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

Evidence, Measures, and Standards

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

CPS SCHOOL EXCELLENCE FRAMEWORK   10

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

Lesson plans are developed by teachers and should include formative assessments, Progress Monitoring (mid-unit) and summative assessments included. Students differentiated groups should be based on these assessments and should be fluid. Grade books should reflect progress toward mastery, reteaching, and updated weekly. Ensure that all assessments are standard-based. Grade books should show a balanced assessment plan including various types of assessments, but this is not always evident. Grade books should show evidence of retakes for students who are not performing satisfactorily. This is seen in some grade books but not all. School-wide weight system used. Administration monitors grade book frequently with feedback for improvement. Teacher feedback is not always actionable and show how students can improve their work for mastery. Re-teaching is not always done prior to students being asked to complete a retake for an assignment. Not all students are aware of what makes high quality work. DL students have modifications to their assignments while still maintaining high expectations and a focus on mastery of standards. Grade levels should have common grading and assessments.

Guide for Balanced Assessment & Grading

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

Evidence, Measures, and Standards

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

Multi-Tiered System of Supports:

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

Score

1 **2** 3 4

> Multi-Tiered Systems of Supports are school-wide Initiative at Claremont. Teachers receive professional Development which both explains the process in depth and provides various intervention strategies to support student success, however, implementation is not always evident. In addition to the case manager, the counselor and the SEL coordinator provide resources to assist with Tier 2 and tier 3 student;these strategies and resources are not always implemented or monitored. Off-Track students are identified and additional supports are needed. There is a dedicated MTSS block at each grade level, daily classroom differentiation, attendance plans, management plans and consistent parental contact to support every students' success.

Guide for Multi-Tiered System of Supports

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.
  - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
  - Classrooms are student-centered with student agency.
  - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
  - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
  - Monitor students requiring and receiving targeted and intensive instruction/interventions.
  - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
  - Determine appropriate interventions for students or groups of students not making adequate progress.
  - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Expectations for Quality & Character of School Life

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

> School-wide expectations for success should be evident throughout the building. Some teachers set high expectations for students, however students are easily frustrated when they believe that work is too difficult or challenging. High expectations are evident in unit and lesson planning. The student curriculum is standards based and require the students to dig deep for a greater understanding. Student successes in academics, attendance, citizenship, conduct as well as social skills are celebrated both in class and well as through in-school ceremonies. Student expectations for learning is clear and students agree as demonstrated by our school scoring 'Very Strong' in Ambitious instruction as well as Supportive Environment. Conversations need to be had that create positive and intrinsic desire to do well. . We need to create a culture in the classroom where students feel safe to learn. Connected to the school the teacher and the learning.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
  - Use strategies to reinforce and cultivate student curiosity.
  - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
  - Consistently communicate the expectation that all students can achieve at high levels.
  - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
  - Clearly display school-wide expectations for academic and personal success throughout the building.
  - Set high expectations according to grade-appropriate learning objectives.
  - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
  - Recognize high levels of student achievement. All students receive recognition.
  - Encourage student resilience and hard work.
  - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
  - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.

- **Provide students frequent, informative feedback.**
  - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
  - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
  - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
  - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
  - Employ strategies including ongoing monitoring and support of students' academic behaviors.
  - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

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

Relational Trust:

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

Score

1   2   **3**   4

According to the 5Essentials Survey, Claremont scored Very Strong in Teacher-Principal Trust, Teacher-Teacher Trust, Teacher-Parent Trust as well as Student -Teacher Trust. All students in the building are encouraged to form a bond with an adult in the building. This person is someone whom the students knows that they can trust and go to when they have a need or concern, regardless of what the concern is. Students at Claremont are treated with respect and are afforded a voice in the school. Students know that they can depend on their teachers and that the teacher have only their best interest in mind. Teacher-Principal trust is very strong. Teachers are encouraged to seek the guidance of the principal and feel very comfortable engaging with the principal knowing that their concerns will be attended to in a timely manner. Outside of the classroom, trust is built by offering our students, EL as well as DL, the opportunity to participate in both academic as well as sports and socially interactive programs. Claremont provides many of its students the opportunity to eat three meals a day, which is greatly appreciated by the Claremont parents. Teachers trust the opinions of other teachers. Teachers spend countless hours collaborating and observing each others practice.

Guide for Relational Trust

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

Evidence, Measures, and Standards

Student Voice, Engagement, & Civic Life:

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

Score

1   2   **3**   4

> Every student has the opportunity to participate in after school programming. These programs include sports, the arts, technology, and mentoring. All after school programs have a built in homework assistance and remediation component. Middle grade students participate in Exploratory programs that provide exposure to new experiences outside of the core content. Currently there are no service learning projects at the school and students have limited voice in leading school improvement initiatives

Guide for Student Voice, Engagement, & Civic Life

Study politics

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

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

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

  - Experience a **Schoolwide civics cultur**
    - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
    - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.

- School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
- Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

Evidence, Measures, and Standards

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

Safety & Order:

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

Score

1   2   **3**   4

A school-wide discipline plan is in place and all classroom teachers devise their individual classroom behavior plans. However, unfortunately, not all plans are followed with fidelity. It is important that teacher follow the plans that they have set in order to demonstrate to the students that there is consistency and follow-through. Classroom interventions need to occur prior to a student being referred to the SEL/Climate Coach. Much of the violence that occurs in the school is as a result of issues that began outside of the school in the neighborhood. Outside agencies (Gang Prevention, Drug and sexual safety as well as Grief Counseling), are brought in to meet some of the more serious needs of the students. Student discipline infractions remain high. The SEL/Climate Coach works diligently with the teachers to complete Peace Circles regularly in the classrooms. Additionally, SEL/Climate coach works with smaller groups of students who continue to have behavior issues. SEL Coach works to support teachers by modeling and coaching in the classroom. Despite these challenges, Claremont students continue to feel safe inside their school.

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

Restorative Approaches to Discipline:

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

Score

1 2 **3** 4

> Claremont is progressive in its stance on reinforcing positive student behaviors throughout the school year. Primary classrooms offer "Fun Friday" to encourage positive student behavior during the course of the week. Small incentives are also provided to students to encourage consistency in good student behavior. Our goal at Claremont is to magnify the positive so that students see the benefits of good behavior. Students are openly and verbally greeted daily to promote positive interactions thought their day. Student engage in peace circles to address problems that may occur in the classroom.

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

Parent and Family Partnership:

Score

1   2   **3**   4

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

Claremont has an open door policy as it relates to parents. Our current 5Essentials survey states a "Neutral". We are on an upward trend as it relates to parent involvement. Parents are encouraged to participate in Local School Council, PAC (Parent Advisory Council), BAC (Bilingual Advisory Committee). Our PAC participation is increasing incrementally, with parents participating in monthly outings. Parents are invited to ceremonies held at the school as well as quarterly Home-School Connections, Open House, Family Nights. Currently Claremont does not have many parent volunteers. Each teacher in the building is encouraged to invite a minimum of two parents to volunteer to support their classroom.

Guide for Parent and Family Partnership

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

Evidence, Measures, and Standards

School Excellence Framework Priorities

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

Goals

Required metrics (Elementary)   18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
Our growth has fluctuated over the years. These goals are attainable through differentiated instruction and using data for planning.	95.00	19.00	40.00	60.00	70.00
National School Growth Percentile - Math					
Our growth has fluctuated over the years. These goals are attainable through differentiated instruction and using data for planning.	76.00	4.00	40.00	60.00	70.00
% of Students Meeting/Exceeding National Ave Growth Norms					
Our growth has fluctuated over the years. These goals are attainable through differentiated instruction and using data for planning.	55.70	42.30	90.00	55.00	70.00
African-American Growth Percentile - Reading					
The demographic of our school is 96% African American. Therefore, our growth percentile goals equals the National School Growth Percentiles.	95.00	15.00	90.00	60.00	70.00
Hispanic Growth Percentile - Reading					
Our student demographics trends do not have enough information for this area.	*(Blank)*	*(Blank)*	0.00	0.00	0.00
English Learner Growth Percentile - Reading					
Our student demographics trends do not have enough information for this area.	*(Blank)*	*(Blank)*	0.00	0.00	0.00
Diverse Learner Growth Percentile - Reading					
Diverse Learners are integrated, to the fullest extent, into the Gen Ed curriculum, DL teachers implement grade level content with modifications.	99.00	*(Blank)*	90.00	40.00	50.00
African-American Growth Percentile - Math					
The demographic of our school is 96% African American. Therefore, our growth percentile goals equals the National School Growth Percentiles.	78.00	3.00	90.00	55.00	70.00
Hispanic Growth Percentile - Math					
Our student demographics trends do not have enough information for this area.	*(Blank)*	*(Blank)*	0.00	0.00	0.00
English Learner Growth Percentile - Math					
Our student demographics trends do not have enough information for this area.	*(Blank)*	*(Blank)*	0.00	0.00	0.00
Diverse Learner Growth Percentile - Math					
Diverse Learners are integrated, to the fullest extent, into the Gen Ed curriculum, DL teachers implement grade level content with modifications.	99.00	*(Blank)*	90.00	40.00	50.00

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

| Curriculum is standard-based, and student data is analyzed frequently to identify areas of strengths or reteaching. With STEM Magnet status, these goals should be reached. | 40.00 | 26.00 | 70.00 | 45.00 | 60.00 |

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

| Curriculum is standard-based, and student data is analyzed frequently to identify areas of strengths or reteaching. With STEM Magnet status, these goals should be reached. | 32.00 | 20.00 | 70.00 | 45.00 | 60.00 |

National School Attainment Percentile - Reading (Grade 2)

| Focus has been on K-2 literacy instruction for a stronger education base. This focus will enable students to reach these levels. | 53.00 | 18.00 | 70.00 | 50.00 | 60.00 |

National School Attainment Percentile - Math (Grade 2)

| Focus has been on K-2 math instruction for a stronger education base. This focus will enable students to reach these levels. | 97.00 | 27.00 | 70.00 | 50.00 | 60.00 |

% of Students Making Sufficient Annual Progress on ACCESS

| Our student demographics trends do not have enough information for this area. | *(Blank)* | *(Blank)* | 0.00 | 0.00 | 0.00 |

Average Daily Attendance Rate

| With movement to a STEM Magnet Program, our attendance will stabilize. Student attendance has always been an issue at Claremont with 10% homeless students and a high mobility. Attendance plans are diligently monitored to maintain attendance. | 95.40 | 95.10 | 96.00 | 95.00 | 95.50 |

My Voice, My School 5 Essentials Survey

| Our parent, staff and student surveys scores continue to keep us at Well-Organized | *(Blank)* | *(Blank)* | *(Blank)* | *(Blank)* | *(Blank)* |

Custom metrics

0 of 0 complete

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

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
Implement the Balanced Literacy Framework with lessons aligned to CCSS in grades K-8	small group, differentiated instruction determined by current actionable data. All groups engaged in cognitively demanding tasks appropriate for their instructional level, and students engaged in daily, authentic reading and writing.	65% of K-3 students at or above F&P grade expectations, all students in K-3 moving up 2 levels per quarter, 70% of 2-8 grade gen ed and 60% of DL students meeting growth targets on the NWEA and 60% of gen ed students and 50% of DL students meeting attainment on the NWEA.

Tags:
Literacy/Reading, Balanced literacy, Data driven instruction, Differentiation, Literacy curriculum

Area(s) of focus:
1, 4, 2

Action step	Responsible	Timeframe	Status

All grade books have common weights based on the school-wide policy. Monitor Grade Book every two weeks to ensure balanced assessments with frequency based on CTU policy, progression of standards with evidence of retakes. Review student work to ensure that tasks match standards.	Principal	Sep 3, 2018 to Jun 19, 2020	Not started

Balanced assessment and grading

Materials in all classrooms align with CCSS and are essential tools for providing instruction in the classroom. Materials are accesible to DL and EL students	Principal	Jul 1, 2018 to Jun 19, 2020	Not started

El learners, DI modifications, Ela materials

Bi-monthly grade level meetings based on classroom instruction, engagement, differentiation, assessment, checking for student understanding, and use of data to plan instruction. Meeting best practices and pedagogy are monitored through classroom observations and feedback. Student work is shared as evidence of student progression toward standards. Data will be used to create student grouping and identify teaching points.	Principal, Teachers	Sep 3, 2018 to Jun 19, 2020	Not started

Professional Learning, Instrucitonal planning, Instrucitonal practices

Evidence of Balanced Literacy in all classrooms: Small group, independent reading, independent writing, independent practice, conferencing, mini-lesson, read aloud. Professional learning based on the components to ensure fidelity.	Principal, Teachers	Sep 3, 2018 to Jun 19, 2020	Not started

Professional Learning, Balanced literacy

Create rigorous CCSS units of instruction. Units include pacing, sequence of lessons, and standards alignment. Assessments and progress monitoring measures included in the unit. Units identify modifications and strategies for differentiation, DL and EL students. Gen ed, DL and EL teachers create units together to ensure common instruction, along with grading, in grades K-2 for continuity of instruction and expectations. All other grade levels are departmentalized and will plan accordingly.	Principal, teachers	Aug 20, 2018 to Jun 19, 2020	Not started

Differentiated instruction, Assessments, Unit planning, Ccss literacy

Use of on-going formative assessments in all grades that are in alignment with the CCSS. Pre -assessments, interim assessments, Progress Monitoring and summative assessments will be used and monitored bi-weekly. K-3 classrooms will use F&P BAS assessments. Assessments will be used to monitor progress, drive instructional decisions, and to gauge student learning, understanding and ability to demonstrate their knowledge.Data review will occur every five weeks to identify off-track and stalled learners. Action plans created for students not mastering standards.	Principal, teachers	Sep 3, 2018 to Jun 19, 2020	Not started

Assessment, Data Use, Instruction, Off-track

Conduct classroom observations and provide feedback on CCSS instruction and balanced literacy using the Claremont non-negotiable look-for document. Observations include the use of assessment, use of complex texts, questioning and cognitively demanding tasks, collaborative activities, differentiated instruction,and powerful instructional practices that challenge all students. ILT will observe Cycle of Powerful Practice.	Principal, Teachers, ILT	Sep 3, 2018 to Jun 19, 2020	Not started

Cognitive demand, Powerful practice, Observation and feedback

Action step	Responsible	Timeframe	Status
Provide students with additional opportunities for remediation and enrichment through intervention/enrichment periods as well as extended day programs. Assessment data, grades, NWEA, and off-track information will be used to identify students.	teachers	Oct 5, 2018 to May 15, 2020	Not started

MTSS, Assessment, Enrichment, Student achievement, Remediation

Schedule classes to allow for common planning time for literacy instruction and common prep times for collaboration.	Principal	Aug 6, 2018 to Jun 19, 2020	Not started
Students attend and participate in activities, events and programs to support implementation of Literacy units.	Teachers, Principal	Sep 24, 2018 to Jun 5, 2020	Not started

Literacy implementation

Use of technology to differentiate, assess, and provide practice of literacy skills.	Teachers, principal	Sep 3, 2018 to Jun 19, 2020	Not started

Technology, Differentiation

Implement and monitor the implementation of Kagan (KCLS) with fidelity in the classrooms to see collaborative learning, evidence of intentional small grouping, student accountability and discourse leading to deeper student engagement, boosting confidence, equity in student voice and increased performance.	Teachers, principal	Sep 3, 2018 to Jun 19, 2020	Not started

Kagan

Participation if Network, and CPS professional learning.	Teachers	Sep 3, 2018 to Jun 19, 2020	Not started

Strategy 2

If we do...	...then we see...	...which leads to...
Implement TRU Math dimensions in grades K-8	cognitively demanding mathematical tasks aligned to CCSS and TRU Math dimensions in the classroom. Math blocks which include: Math Talks, small groups differentiated instruction based on data, and students problem solving and working independently daily.	70% of gen ed 2-8 grade students and 60% of DL students meeting growth targets on the NWEA. 60% of gen ed students and 50% of DL students meeting attainment on the NWEA.

Tags:
Academic gain, Academic expectations, Ccss math, Academic acheivement, Academic growth, Academic behaviors, Aligned assssments, Academic mindset

Area(s) of focus:
1, 4

Action step	Responsible	Timeframe	Status
Monitor implementation of Kagan (KCLS) with fidelity in the classrooms to see collaborative learning, evidence of intentional small grouping, student accountability and discourse, leading to deeper student engagement, increased confidence, as well as create students who are risk takers, providing equity in student voice and increased performance.	Principal Math Lead Math Teachers	Jul 1, 2018 to Jun 30, 2020	Not started

Collaboration, Accountable talk, Academic language, Teachers and students model expectations, Academic mindsets

Use of on-going assessments (pre, post, interim, post, formative and summative) that are thought-provoking and challenging and include questions that demonstrate high cognitive demand. Include special education teachers for modifications of assessments for DL and EL students. Use assessments to monitor progress, drive instructional decisions and gauge student learning. Create action plans for students that are not meeting standards.	Principal Math Lead Math Teachers	Jul 1, 2018 to Jun 30, 2020	Not started

Math, Diverse Learners, Assessments, Diverse learner teachers, El learners, Academic support, Accommodations

Provide students with additional opportunities for remediation and enrichment through MTSS periods, morning programs and Saturday school programs. Use of data from NWEA, Off-Track, Report Cards and student assessments to drive the program content.	Math Teachers	Jul 1, 2018 to Jun 30, 2020	Not started

Data Use, Enrichment, Nwea, Remediation, Afterschool activities, Off track data, Student assessment, Saturday programs, Report card

Conduct classroom observations to monitor instruction and the effective use of a wide variety of questioning techniques to encourage student to student discussions to push students to become forward thinkers.	Principal Math Lead	Jul 1, 2018 to Jun 30, 2020	Not started

Instructional Coaching, Observations, Critical thinkers, Discourse, Progress monitoirng, Questioning

Use of technology to differentiate, assess, and provide practice of math skills.	Principal	Jul 1, 2018 to Jun 30, 2020	Not started

Technology stem, Differentiation, Student grouping

Creation of a Math/Science Family Night to engage members of the student population as well as the community to engage in math and science related activities to increase knowledge and understanding of how math and science are inter-related and seen in the home and community.	Principal Math/Science Lead	Jan 1, 2019 to May 30, 2020	Not started

Math, Science, Technology, Stem, Community events, Parent involvement, Collaboration, Relational trust, Home connection, Real world application, Stem nights

Create partnerships with other schools and within the community for foster relationships around STEM. Provide students with the opportunity to work collaboratively with other schools using the STEM Model as will as opportunities to attend field trips related to the schools STEM.	Principal	Jul 1, 2018 to Jun 30, 2020	Not started

Steam (science technology engineering arts and mathematics), Collaboration, Field trips, Community partnerships, Relational trust, Professional partnership, Collaborative learning

Maintain Algebra for Middle Grades Students program to prepare students for high school mathematics.	Principal Algebra Teacher	Jul 1, 2018 to Jun 30, 2020	Not started

MTSS, Math, Student enrichment, Algebra, High school readiness

Provide on-going Professional Develop on STEM and Network Initiatives (after school, during grade level meeting as well as teacher institute days)	Principal STEM Specialist Math/Science Lead	Jul 1, 2018 to Jun 30, 2020	Not started

Professional development, Steam (science technology engineering arts and mathematics), After-school, Network

Participation in Network Summits as well as STEM related conferences	Principal STEM Specialist Math/Science Lead Classroom Teachers	Jul 1, 2018 to Jun 30, 2020	Not started

Professional development, Conferences, Teacher leader summits, Cps summits, Teacher learning

Create a calendar to provide teachers access to science labs on a regular basis	Science Coordinator	Jul 1, 2018 to Jun 30, 2020	Not started

Science lab, Monitoring tools

Provide teachers the opportunity for Collaborative planning to ensure horizontal and vertical alignment and increased understanding of what is required at each grade level	Principal Math/Science Coordinator	Jul 1, 2018 to Jun 30, 2020	Not started

Vertical articulation, Collaborative teachers, Integrated units

Monthly grade level meetings that include strategies on effective mathematics instruction, use of data, evaluating student progress and improving instructional strategies.	Principal Math/Science Coordinator	select	Not started

Math, English Learners, Assessment, Curriculum Design, Grading, Common core, Gradebook, Nwea, Grade level meetings, Cognitive demand, Instruction planning

Purchase and Use of Go Math hard copy and online instructional materials which are aligned to CCSS and are essential tools for providing instruction in the classroom	Principal	Jul 1, 2018 to Sep 30, 2018	Not started

Math, Diverse Learners, English Learners, Curriculum, Instructional material, Common core, Enrichment, Technology integration, Online programs

Provide an array of Math Websites to teachers to provide additional instructional support for student use in centers an small collaborative groups. Provide teachers with additional websites that may be used as classroom instructional resources	Math Coordinator	Jul 1, 2018 to Jun 30, 2020	Not started

Math, Technology, Diverse Learners, English Learners, Assessment, Academic, Differentatied instruction, Collaborative learning, Technology integration

Provide teachers with opportunities to observe the instructional practices and strategies of other classroom teachers to facilitate collaboration across grade levels.	Math Coordinator Principal	Jul 1, 2018 to Jun 30, 2020	Not started

Math, Instructional practices, Collaborative teachers, Collaborative feedback, Peer to peer observations

Monitor Grade Book to ensure a balance of the assignments as well as student opportunities for success and % of students on track for success. Ensure that standards are listed	Administration	Jul 1, 2018 to Jun 30, 2020	Not started

Gradebook, Balanced grading and assessment, Grade system, Student success, Monitoring, Off track data

Create and monitore STEM culture by providing opportunities for real-life experiences, project-based activities, problem-solving and integrating math into STEM activities.	Math Coach, principal, teachers	Sep 3, 2018 to Jun 20, 2020	Not started

Strategy 3

If we do...	...then we see...	...which leads to...
Implement NGSS aligned units and lessons in grades K-8	Cognitively demanding tasks, laboratory experiments, collaborative learning and scientific inquiry.	35% of 5th and 8th grade students will 'Meet' on the Illinois Science Assessment. 50% of students in K-8 will meet their growth target on the NWEA.

Tags:
Assessments, Steam (science technology engineering arts and mathematics), Cognitive demand, Ngss, Science instruction, Science lab, Science standards, Collaborative planning, Collaborative learning, Use of data, Inquiry and exploration

Area(s) of focus:
1, 4

Action step	Responsible	Timeframe	Status
Creation of a Math/Science Family Night to engage members of the student population as well as the community to engage in math and science related activities to increase knowledge and understanding of how math and science are inter-related and seen in the home and community.	Principal Math/Science Lead	Jul 1, 2018 to Jun 30, 2020	Not started

Math, Science, Family and Community Engagement, Trust, Technology stem, Community events, Home connection, Real life applications, Stem nights

Monitor Grade Book to ensure a balance of assignments as well as multiple opportunities for students to meet the standards. Ensure that standards are listed	Administration	Jul 1, 2018 to Jun 30, 2020	Not started

Student achievement, Balanced assessment, Science standards, Monitoring tools, Consistent grading

Provide an array of Science Websites to teachers to provide additional instructional support for student use in centers and small collaborative groups	Science Coordinator	Jul 1, 2018 to Jun 30, 2020	Not started

Technology, Kagan, Instruction planning, Collaborative learning, Small group

Provide teachers with opportunities to observe the instructional practices of other classroom teachers to facilitate collaboration across grade levels.	Science Coordinator	Jul 1, 2018 to Jun 30, 2020	Not started

Science, Technology stem, Science instruction, Classroom observations, Collaborative feedback, Peer to peer observations

Purchase NGSS materials aligned to CCSS to assist teachers in the successful instructional implementation of Science standards	Principal	Jul 1, 2018 to Oct 1, 2018	Not started

Ngss, Ccss science, Material and resorces

Monthly grade level meetings that discuss effective instruction, use of data, evaluating and monitoring student progress and improving instructional strategies.	Science Coordinator	Jul 1, 2018 to Jun 30, 2020	Not started

Assessment, Progress moniorting, Grade level meetings, Instructional strategy, Instruction planning, Evaluation, Use of data

Create partnerships with other schools and within the community to foster relationships around the STEM theme. Provide students with the opportunity to work collaboratively with other schools using the STEM Model as will as opportunities to attend field trips related to the schools STEM theme. Build Partnerships with outside agencies ie. universities, museums, cook county to provide real life experiences and hands-on practices	Administration Science/Math Coordinator	Jul 1, 2018 to Jun 30, 2020	Not started

Partnerships, Steam (science technology engineering arts and mathematics), Community,

Collaboration, Field trips, Relational trust

Host a School-wide Science Fair in grades 3-8	Science Coordinator Classroom Teachers	Jul 1, 2018 to Jun 30, 2020	Not started

Science, Instructional materials, Cognitive demand, Science instruction, Community events, Collaboration, Science fair

Create a calendar which allows teachers to conduct scientific experiments in the lab setting.	Teachers Science Coordinator	Jul 1, 2018 to Jun 30, 2020	Not started

Ngss, Science instruction, Science lab, Science standards, Monitoring, Calendar of assessments

Implement collaborative grouping in the science classroom to boost the academic confidence of students, create students who are risk takers and provide opportunity for accountable talk	Classroom Teachers Science Coordinator	Jul 1, 2018 to Jun 30, 2020	Not started

Academic, Data analysis, Collaborative learning

Foster Agency, Authority and Identity by encouraging student independence in learning and consistently using instructional techniques that facilitate equitable and active student participation and ownership.	Classroom Teachers	Jul 1, 2018 to Jun 30, 2020	Not started

Strategies, Learning, Participaton, Authority, Identity, Agency, Consistency, Independent learners

Create and monitor STEM culture by providing opportunities for real-life experiences, project-based activities, problem-solving and integrating science, math and engineering into STEM activities.	Teachers, Stem Coordinators, Principal	Aug 27, 2018 to Jun 19, 2020	Not started

Stem, Culture of achievement, Problem-solving process

Monitor implementation of Kagan (KCLS) with fidelity in the classrooms to see collaborative learning, evidence of intentional small grouping, student accountability and discourse, leading to deeper student engagement, increased confidence, as well as create students who are risk takers, providing equity in student voice and increased performance.	Teachers, Stem Leads, principal	Aug 27, 2018 to Jun 19, 2020	Not started

Kagan, Culture of learning, Student engagement, Aai

Develop a science scope and sequence that is fully aligned to NGSS and implemented with fidelity in all classrooms, daily. Ensure a modified version is created to meet the needs of the emerging, proficient, diverse learners, and ELL students. Offer enrichment, real life experiences, engineering, technology based manipulatives, resources, field experience options, and shared extensions. Science units will begin with anchor phenomena that is referred back to in the lab activities within the unit	Teachers, STEM Leads, Principal	Aug 27, 2018 to Jun 19, 2020	Not started

Stem, Science instruction

Create and monitor STEM culture by providing opportunities for real-life experiences, project-based activities, problem-solving and integrating math into STEM activities.	Teachers, STEM Leads, Principal	select	Not started

Stem, Culture for learning

Create a StEM lab that engages all learners by fully integrated opportunities that are engineering based for students to work on hands-on projects in mechanics, graphic design, renewable energy, circuitry, robotics, data analysis, and more. That will also encompasses digital media, web design, video editing and sound production. Teachers and students will be provided with STEM curriculum for all projects.	Teachers, STEM Leads, Principal	select	Not started

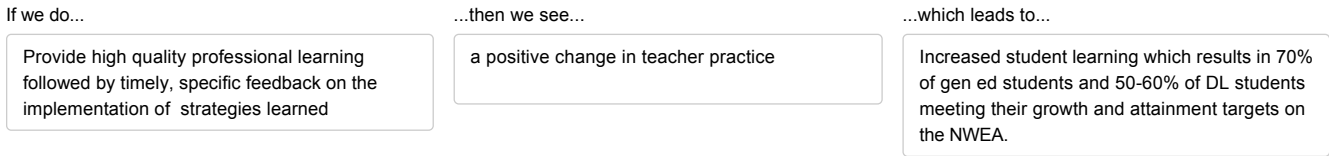**Stem, Student engagement**

All teachers will follow CPS' minimum instructional minutes for science while ensuring that those minutes encompass lab activities, small group differentiated learning that produces tangible or digital projects/work. Monitoring of teachers' use of science instructional time, NGSS aligned curriculum, science and engineering practices by making observations quarterly	Teachers, STEM Leads, Principal	select	Not started

Stem, Ngss, Science instruction

Participate in professional learning and conferences (CPS, Network, Magnet) in STEM concepts and Science instruction.	Teachers	Jul 2, 2018 to Jun 19, 2020	Not started

Professional Learning, Stem

Strategy 4

If we do...	...then we see...	...which leads to...
Provide high quality professional learning followed by timely, specific feedback on the implementation of strategies learned	a positive change in teacher practice	Increased student learning which results in 70% of gen ed students and 50-60% of DL students meeting their growth and attainment targets on the NWEA.

Tags:
Core Instruction, Instructional Coaching, Climate and Culture, Differentiated instruction, Common core, Progress monitoring, Cognitive demand, Lesson planning, On-track

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status
Participation if Network Summit as well as STEM related conferences. Provide on-going Professional Develop on STEM and Network Initiatives (after school, during grade level meeting as well as teacher institute days)	Administrator/Teachers	Jul 1, 2018 to Jun 30, 2020	Not started

Math, Science, Professional development, Technology stem, Steam (science technology engineering arts and mathematics), Student achievement, Teacher leader summits

Implementation plan for use Kagan Cooperative Learning Strategies (KCLS) to allow for a successful transition for teachers and students	Principal	Jul 1, 2018 to Jun 30, 2020	Not started

Professional development, Kagan, Cooperative learning, Transition, Collaborative teachers

Monthly content area grade level meetings that discuss effectiveness of classroom instruction, use of data, evaluating student progress and improving instructional strategies.	Administration Math/Science Coordinators, teachers	Jul 1, 2018 to Jun 30, 2020	Not started

Math, Science, Technology, Data Use, Progress moniorting, Grade level meetings, Data analysis, Student achievement, Instructional strategies, Instructinal practices

Create and monitor STEM culture by providing opportunities for real-life experiences, project-based activities, problem-solving and integrating science, math and engineering into activities.	Teachers, Stem coordinators, Principal	Aug 27, 2018 to Jun 19, 2020	Not started

Stem, Culture for learning

Implement and sustain on-going, job-embedded PLC (Professional Learning Community) that provides hands-on practice, coaching, peer learning opportunities, action research that are technology/stem based for teachers and secas. Include multimedia and embedded, supports (e.g. hyperlinked glossaries, powerpoints, on-screen coaching, creating sample lessons/activities to share with students and teachers).	Teachers, Leads, Principal	select	Not started

Professional learning community

Strategy 5

If we do...	...then we see...	...which leads to...
Create a school climate and culture that fosters a sense of community amongst staff, students, and families, and creates a greater connectivity to the school	A focus on the social emotional and academic needs of the students, respectful interactions amongst all stakeholders, a feeling of calm throughout the building by all staff, students and parents, and increased student recognition, such as, attendance, academics, awards, etc.	Deepened student engagement and learning, students that are academic risk-takers and that exhibit perseverance. This will be measured through students meeting their growth and attainment goals on the NWEA, the school being classified as "Well Organized" on the 5 Essentials survey, maintaining attendance at 95% or higher, and a decrease in student misconducts by 20%.

Tags:
Attendance, Behavior and Safety, Climate and Culture, Social emotional, Professional development, Community, Restorative practices, Trust building

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
Provide on-going Professional Development for teachers and security in Restorative Practice in alignment with SEL standards	Climate Coach Administration Teachers	Jul 1, 2018 to Jun 30, 2020	Not started

Diverse Learners, Behavior and Safety, Climate and Culture, SEL, Social emotional, Professional development, Community, School culture climate, English language learners, Restorative practices, Communications

Create a School Climate & Culture Team to create and monitor the implementation of School Wide Management Plans and ensure that SEL standards are taught in conjunction with CCSS and included in classroom management plans	Climate Coach Administration Teachers	Jul 1, 2018 to Jun 30, 2020	Not started

SEL, Behavior plan, Classroom management, Monitoring, Sel standards, Behavior management and classroom norms posted

Communication of school policies, attendance, school events, discipline expectations and medical compliance with parents through calendars, school website, student and parent handbook and monthly newsletters.	Administration Counselor Teachers	Jul 1, 2018 to Jun 30, 2020	Not started

Attendance, Communication, Parent involvement, Policy, Expectations and goals, Attendance plan

Teachers monitor attendance in SIM and in attendance binder. Maintain 100% attendance submission in dashboard. All classroom teachers will develop an attendance plan that will identify weekly and monthly student recognition/celebration for meeting /exceeding school attendance goals.	Clerk Counselor Principal	Jul 1, 2018 to Jun 30, 2020	Not started

Attendance, Attendance plan, Monitoring, Data dashboard

Promote increased attendance through the use of classroom and school wide incentives, awards ceremonies and in class celebrations	Administration Counselor Teachers	Jul 1, 2018 to Jun 30, 2020	Not started

Attendance, SEL, Community, Celebrations, Attendance incentives, Student awards

Monitor Chronically truant and chronically absent students in dashboard weekly	Counselor Clerk Administration	Jul 1, 2018 to Jun 30, 2020	Not started

Attendance, Community, Monitor, Truancies, Support system

Kindergarten and 8th grade students and parents will sign a contract detailing expectations for attendance, grades and attendance. No Kdg. or 8th grade celebrations will be scheduled prior to the last week of school.	Counselor Administration Teacher	Jun 30, 2020 to Jun 30, 2020	Not started

MTSS, Attendance, Instruction

Monitor off track data; create action plan for off-track students and set weekly and monthly attainable goals for all off track students.	Teacher Administration	Oct 5, 2018 to May 15, 2020	Not started

MTSS, Instruction planning, Instruction strategy, Attendance interventions, Attendance data

Teacher and student committees will be formed for school improvement, student recognition and to add student voice.	Administration	Sep 3, 2018 to Jun 19, 2020	Not started

SEL, Teacher feedback, Teacher collaboration, Student choice, Student recognition

Restructured recess program to increase teacher/ student relationships and lower discipline infractions.	Teacher Administration Coaches	Sep 3, 2018 to Jun 19, 2020	Not started

Teachers, Recess, Student behavior, Sel support, Culture & climate

Increase parental connections to the school through family literacy Night, Math Night, and STEM night, academic awards and showcases. All classroom teachers will host qurterly Parent Connect workshops.	Administration	Sep 3, 2018 to Jun 19, 2020	Not started

Family and Community Engagement, Family night events, Culuture and climate

Re-visit routines, protocols, classroom and school-wide expectation quarterly.	Teacher Administration Security	Sep 3, 2018 to Jun 19, 2020	Not started

Behavior and Safety, Culture and climate, Behavior expectations, Behavior intervention

Establish multiple ways to communicate with families via email, home/cell phone, class dojo, monthly Newsletter, Home School connect.	Teachers Administration	Sep 3, 2018 to Jun 19, 2020	Not started

Climate and Culture, Communication

Create and monitor STEM culture by providing opportunities for real-life experiences, project-based activities, problem-solving and integrating science, math and engineering into activities.	Teachers, Leads, Counselor, Principal	Sep 3, 2018 to Jun 19, 2020	Not started

Stem, Expectations for quality & character of school life: culture for learning

Teachers create classroom management plans and review policies and procedures with students and parents.	teachers	Aug 27, 2018 to Jun 19, 2020	Not started

Classroom environment, Expectations for quality & character of school life: culture for learning

Increase volunteers at the school.	Principal, counselor, clerk	Sep 3, 2018 to Jun 19, 2020	Not started

Culture and climate, Parent volunteer

Recognize students for achievement, positive social behaviors and attendance quarterly, through assemblies, trips and activities.	Principal, Teachers, COunselor	Oct 5, 2018 to Jun 19, 2020	Not started

Culture, Student recognition

Action Plan

Strategy 1

NOT STARTED

All grade books have common weights based on the school-wide policy. Monitor Grade Book every two weeks to ensure balanced assessments with frequency based on CTU policy, progression of standards with evidence of retakes. Review student work to ensure that tasks match standards."

Sep 03, 2018 to Jun 19, 2020 - Principal

Status history

May 1

NOT STARTED May 01, 2018
Evidence

NOT STARTED

Materials in all classrooms align with CCSS and are essential tools for providing instruction in the classroom. Materials are accesible to DL and EL students"

Jul 01, 2018 to Jun 19, 2020 - Principal

Status history

7. May   21. May   4. Jun   18. Jun   2. Jul   16. Jul   30. Jul   13. Aug   27. Aug   10. Sep   24. Sep   8. Oct

NOT STARTED Oct 19, 2018
Evidence

NOT STARTED May 01, 2018
Evidence

NOT STARTED

Bi-monthly grade level meetings based on classroom instruction, engagement, differentiation, assessment, checking for student understanding, and use of data to plan instruction. Meeting best practices and pedagogy are monitored through classroom observations and feedback. Student work is shared as evidence of student progression toward standards. Data will be used to create student grouping and identify teaching points."

Sep 03, 2018 to Jun 19, 2020 - Principal, Teachers

Status history

May 1

NOT STARTED May 01, 2018
Evidence

NOT STARTED

NOT STARTED

Evidence of Balanced Literacy in all classrooms: Small group, independent reading, independent writing, independent practice, conferencing, mini-lesson, read aloud. Professional learning based on the components to ensure fidelity."

Sep 03, 2018 to Jun 19, 2020 - Principal, Teachers

Status history

May 1

NOT STARTED   May 01, 2018
Evidence

NOT STARTED

Create rigorous CCSS units of instruction. Units include pacing, sequence of lessons, and standards alignment. Assessments and progress monitoring measures included in the unit. Units identify modifications and strategies for differentiation, DL and EL students. Gen ed, DL and EL teachers create units together to ensure common instruction, along with grading, in grades K-2 for continuity of instruction and expectations. All other grade levels are departmentalized and will plan accordingly."

Aug 20, 2018 to Jun 19, 2020 - Principal, teachers

Status history

May 1

NOT STARTED   May 01, 2018
Evidence

NOT STARTED

Use of on-going formative assessments in all grades that are in alignment with the CCSS. Pre -assessments, interim assessments, Progress Monitoring and summative assessments will be used and monitored bi-weekly. K-3 classrooms will use F&P BAS assessments. Assessments will be used to monitor progress, drive instructional decisions, and to gauge student learning, understanding and ability to demonstrate their knowledge.Data review will occur every five weeks to identify off-track and stalled learners. Action plans created for students not mastering standards."

Sep 03, 2018 to Jun 19, 2020 - Principal, teachers

Status history

May 1

NOT STARTED   May 01, 2018
Evidence

NOT STARTED

Conduct classroom observations and provide feedback on CCSS instruction and balanced literacy using the Claremont non-negotiable look-for document. Observations include the use of assessment, use of complex texts, questioning and cognitively demanding tasks, collaborative activities, differentiated instruction,and powerful instructional practices that challenge all students. ILT will observe Cycle of Powerful Practice."

Sep 03, 2018 to Jun 19, 2020 - Principal, Teachers, ILT

Status history

May 1

NOT STARTED   May 01, 2018
Evidence

NOT STARTED

Provide students with additional opportunities for remediation and enrichment through intervention/enrichment periods as well as extended day programs. Assessment data, grades, NWEA, and off-track information will be used to identify students."

Oct 05, 2018 to May 15, 2020 - teachers

Status history

May 1

NOT STARTED   May 01, 2018
Evidence

NOT STARTED   Schedule classes to allow for common planning time for literacy instruction and common prep times for collaboration."

Aug 06, 2018 to Jun 19, 2020 - Principal

Status history

May 1

NOT STARTED   May 01, 2018
Evidence

NOT STARTED   Students attend and participate in activities, events and programs to support implementation of Literacy units."

Sep 24, 2018 to Jun 05, 2020 - Teachers, Principal

Status history

May 1

NOT STARTED   May 01, 2018
Evidence

NOT STARTED   Use of technology to differentiate, assess, and provide practice of literacy skills."

Sep 03, 2018 to Jun 19, 2020 - Teachers, principal

Status history

May 1

NOT STARTED   May 01, 2018
Evidence

NOT STARTED

Implement and monitor the implementation of Kagan (KCLS) with fidelity in the classrooms to see collaborative learning, evidence of intentional small grouping, student accountability and discourse leading to deeper student engagement, boosting confidence, equity in student voice and increased performance."

Sep 03, 2018 to Jun 19, 2020 - Teachers, principal

Status history

May 1

NOT STARTED   May 01, 2018
Evidence

NOT STARTED   Participation if Network, and CPS professional learning."

Sep 03, 2018 to Jun 19, 2020 - Teachers

Status history

May 1

NOT STARTED   May 01, 2018
Evidence

Strategy 2

NOT STARTED

Monitor implementation of Kagan (KCLS) with fidelity in the classrooms to see collaborative learning, evidence of intentional small grouping, student accountability and discourse, leading to deeper student engagement, increased confidence, as well as create students who are risk takers, providing equity in student voice and increased performance."

Jul 01, 2018 to Jun 30, 2020 - Principal Math Lead Math Teachers

Status history

May 1

NOT STARTED | May 01, 2018
Evidence

NOT STARTED

Use of on-going assessments (pre, post, interim, post, formative and summative) that are thought-provoking and challenging and include questions that demonstrate high cognitive demand. Include special education teachers for modifications of assessments for DL and EL students. Use assessments to monitor progress, drive instructional decisions and gauge student learning. Create action plans for students that are not meeting standards."

Jul 01, 2018 to Jun 30, 2020 - Principal Math Lead Math Teachers

Status history

May 1

NOT STARTED | May 01, 2018
Evidence

NOT STARTED

Provide students with additional opportunities for remediation and enrichment through MTSS periods, morning programs and Saturday school programs. Use of data from NWEA, Off-Track, Report Cards and student assessments to drive the program content."

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

Status history

May 1

NOT STARTED | May 01, 2018
Evidence

NOT STARTED

Conduct classroom observations to monitor instruction and the effective use of a wide variety of questioning techniques to encourage student to student discussions to push students to become forward thinkers."

Jul 01, 2018 to Jun 30, 2020 - Principal Math Lead

Status history

May 1

NOT STARTED | May 01, 2018
Evidence

NOT STARTED | Use of technology to differentiate, assess, and provide practice of math skills."

Jul 01, 2018 to Jun 30, 2020 - Principal

Status history

May 1

NOT STARTED | May 01, 2018
Evidence

NOT STARTED

Creation of a Math/Science Family Night to engage members of the student population as well as the community to engage in math and science related activities to increase knowledge and understanding of how math and science are inter-related and seen in the home and community."

Jan 01, 2019 to May 30, 2020 - Principal Math/Science Lead

Status history

May 1

NOT STARTED | May 01, 2018
Evidence

NOT STARTED

Create partnerships with other schools and within the community for foster relationships around STEM. Provide students with the opportunity to work collaboratively with other schools using the STEM Model as will as opportunities to attend field trips related to the schools STEM."

Jul 01, 2018 to Jun 30, 2020 - Principal

Status history

May 1

NOT STARTED | May 01, 2018
Evidence

NOT STARTED | Maintain Algebra for Middle Grades Students program to prepare students for high school mathematics."

Jul 01, 2018 to Jun 30, 2020 - Principal Algebra Teacher

Status history

May 1

NOT STARTED | May 01, 2018
Evidence

NOT STARTED

Provide on-going Professional Develop on STEM and Network Initiatives (after school, during grade level meeting as well as teacher institute days)"

Jul 01, 2018 to Jun 30, 2020 - Principal STEM Specialist Math/Science Lead

Status history

May 1

NOT STARTED | May 01, 2018
Evidence

NOT STARTED | Participation in Network Summits as well as STEM related conferences"

Jul 01, 2018 to Jun 30, 2020 - Principal STEM Specialist Math/Science Lead Classroom Teachers

Status history

May 1

NOT STARTED | May 01, 2018
Evidence

NOT STARTED | Create a calendar to provide teachers access to science labs on a regular basis"

Jul 01, 2018 to Jun 30, 2020 - Science Coordinator

Status history

May 1

NOT STARTED   May 01, 2018
Evidence

NOT STARTED

Provide teachers the opportunity for Collaborative planning to ensure horizontal and vertical alignment and increased understanding of what is required at each grade level"

Jul 01, 2018 to Jun 30, 2020 - Principal Math/Science Coordinator

Status history

May 1

NOT STARTED   May 01, 2018
Evidence

NOT STARTED

Monthly grade level meetings that include strategies on effective mathematics instruction, use of data, evaluating student progress and improving instructional strategies."

- Principal Math/Science Coordinator

Status history

May 1

NOT STARTED   May 01, 2018
Evidence

NOT STARTED

Purchase and Use of Go Math hard copy and online instructional materials which are aligned to CCSS and are essential tools for providing instruction in the classroom"

Jul 01, 2018 to Sep 30, 2018 - Principal

Status history
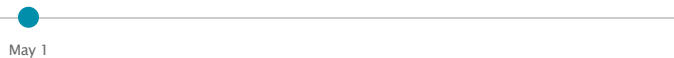
May 1

NOT STARTED   May 01, 2018
Evidence

NOT STARTED

Provide an array of Math Websites to teachers to provide additional instructional support for student use in centers an small collaborative groups. Provide teachers with additional websites that may be used as classroom instructional resources"

Jul 01, 2018 to Jun 30, 2020 - Math Coordinator

Status history

May 1

NOT STARTED   May 01, 2018
Evidence

NOT STARTED

Provide teachers with opportunities to observe the instructional practices and strategies of other classroom teachers to facilitate collaboration across grade levels."

Jul 01, 2018 to Jun 30, 2020 - Math Coordinator Principal

Status history

May 1

NOT STARTED   May 01, 2018
Evidence

NOT STARTED

Monitor Grade Book to ensure a balance of the assignments as well as student opportunities for success and % of students on track for success. Ensure that standards are listed"

Jul 01, 2018 to Jun 30, 2020 - Administration

Status history

May 1

NOT STARTED   May 01, 2018
Evidence

NOT STARTED

Create and monitore STEM culture by providing opportunities for real-life experiences, project-based activities, problem-solving and integrating math into STEM activities."

Sep 03, 2018 to Jun 20, 2020 - Math Coach, principal, teachers

Status history

May 1

NOT STARTED   May 01, 2018
Evidence

Strategy 3

NOT STARTED

Creation of a Math/Science Family Night to engage members of the student population as well as the community to engage in math and science related activities to increase knowledge and understanding of how math and science are inter-related and seen in the home and community."

Jul 01, 2018 to Jun 30, 2020 - Principal Math/Science Lead

Status history

May 1

NOT STARTED   May 01, 2018
Evidence

NOT STARTED

Monitor Grade Book to ensure a balance of assignments as well as multiple opportunities for students to meet the standards. Ensure that standards are listed"

Jul 01, 2018 to Jun 30, 2020 - Administration

Status history

May 1

NOT STARTED   May 01, 2018
Evidence

NOT STARTED

Provide an array of Science Websites to teachers to provide additional instructional support for student use in centers and small collaborative groups"

Jul 01, 2018 to Jun 30, 2020 - Science Coordinator

Status history

May 1

NOT STARTED   May 01, 2018
Evidence

NOT STARTED

Provide teachers with opportunities to observe the instructional practices of other classroom teachers to facilitate collaboration across grade levels."

Jul 01, 2018 to Jun 30, 2020 - Science Coordinator

Status history

May 1

NOT STARTED   May 01, 2018
Evidence

NOT STARTED   Purchase NGSS materials aligned to CCSS to assist teachers in the successful instructional implementation of Science standards"

Jul 01, 2018 to Oct 01, 2018 - Principal

Status history

May 1

NOT STARTED   May 01, 2018
Evidence

NOT STARTED

Monthly grade level meetings that discuss effective instruction, use of data, evaluating and monitoring student progress and improving instructional strategies."

Jul 01, 2018 to Jun 30, 2020 - Science Coordinator

Status history

May 1

NOT STARTED   May 01, 2018
Evidence

NOT STARTED

Create partnerships with other schools and within the community to foster relationships around the STEM theme. Provide students with the opportunity to work collaboratively with other schools using the STEM Model as will as opportunities to attend field trips related to the schools STEM theme. Build Partnerships with outside agencies ie. universities, museums, cook county to provide real life experiences and hands-on practices"

Jul 01, 2018 to Jun 30, 2020 - Administration Science/Math Coordinator

Status history

May 1

NOT STARTED   May 01, 2018
Evidence

NOT STARTED Host a School-wide Science Fair in grades 3-8"

Jul 01, 2018 to Jun 30, 2020 - Science Coordinator Classroom Teachers

Status history

May 1

NOT STARTED May 01, 2018
Evidence

NOT STARTED Create a calendar which allows teachers to conduct scientific experiments in the lab setting."

Jul 01, 2018 to Jun 30, 2020 - Teachers Science Coordinator

Status history

May 1

NOT STARTED May 01, 2018
Evidence

NOT STARTED

Implement collaborative grouping in the science classroom to boost the academic confidence of students, create students who are risk takers and provide opportunity for accountable talk"

Jul 01, 2018 to Jun 30, 2020 - Classroom Teachers Science Coordinator

Status history

May 1

NOT STARTED May 01, 2018
Evidence

NOT STARTED

Foster Agency, Authority and Identity by encouraging student independence in learning and consistently using instructional techniques that facilitate equitable and active student participation and ownership."

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

Status history

May 1

NOT STARTED May 01, 2018
Evidence

NOT STARTED

Create and monitor STEM culture by providing opportunities for real-life experiences, project-based activities, problem-solving and integrating science, math and engineering into STEM activities."

Aug 27, 2018 to Jun 19, 2020 - Teachers, Stem Coordinators, Principal

Status history

May 1

NOT STARTED May 01, 2018
Evidence

NOT STARTED

Monitor implementation of Kagan (KCLS) with fidelity in the classrooms to see collaborative learning, evidence of intentional small grouping, student accountability and discourse, leading to deeper student engagement, increased confidence, as well as create students who are risk takers, providing equity

in student voice and increased performance."

Aug 27, 2018 to Jun 19, 2020 - Teachers, Stem Leads, principal

Status history

May 1

NOT STARTED   May 01, 2018
Evidence

NOT STARTED

Develop a science scope and sequence that is fully aligned to NGSS and implemented with fidelity in all classrooms, daily. Ensure a modified version is created to meet the needs of the emerging, proficient, diverse learners, and ELL students. Offer enrichment, real life experiences, engineering, technology based manipulatives, resources, field experience options, and shared extensions. Science units will begin with anchor phenomena that is referred back to in the lab activities within the unit"

Aug 27, 2018 to Jun 19, 2020 - Teachers, STEM Leads, Principal

Status history

May 1

NOT STARTED   May 01, 2018
Evidence

NOT STARTED

Create and monitor STEM culture by providing opportunities for real-life experiences, project-based activities, problem-solving and integrating math into STEM activities."

- Teachers, STEM Leads, Principal

Status history

May 1

NOT STARTED   May 01, 2018
Evidence

NOT STARTED

Create a StEM lab that engages all learners by fully integrated opportunities that are engineering based for students to work on hands-on projects in mechanics, graphic design, renewable energy, circuitry, robotics, data analysis, and more. That will also encompasses digital media, web design, video editing and sound production. Teachers and students will be provided with STEM curriculum for all projects."

- Teachers, STEM Leads, Principal

Status history

May 1

NOT STARTED   May 01, 2018
Evidence

NOT STARTED

All teachers will follow CPS' minimum instructional minutes for science while ensuring that those minutes encompass lab activities, small group differentiated learning that produces tangible or digital projects/work. Monitoring of teachers' use of science instructional time, NGSS aligned curriculum, science and engineering practices by making observations quarterly"

- Teachers, STEM Leads, Principal

Status history

May 1

NOT STARTED | May 01, 2018
Evidence

NOT STARTED | Participate in professional learning and conferences (CPS, Network, Magnet) in STEM concepts and Science instruction."

Jul 02, 2018 to Jun 19, 2020 - Teachers

Status history

May 1

NOT STARTED | May 01, 2018
Evidence

Strategy 4

NOT STARTED

Participation if Network Summit as well as STEM related conferences. Provide on-going Professional Develop on STEM and Network Initiatives (after school, during grade level meeting as well as teacher institute days)"

Jul 01, 2018 to Jun 30, 2020 - Administrator/Teachers

Status history

May 1

NOT STARTED | May 01, 2018
Evidence

NOT STARTED

Implementation plan for use Kagan Cooperative Learning Strategies (KCLS) to allow for a successful transition for teachers and students"

Jul 01, 2018 to Jun 30, 2020 - Principal

Status history

May 1

NOT STARTED | May 01, 2018
Evidence

NOT STARTED

Monthly content area grade level meetings that discuss effectiveness of classroom instruction, use of data, evaluating student progress and improving instructional strategies."

Jul 01, 2018 to Jun 30, 2020 - Administration Math/Science Coordinators, teachers

Status history

May 1

NOT STARTED | May 01, 2018
Evidence

NOT STARTED

Create and monitor STEM culture by providing opportunities for real-life experiences, project-based activities, problem-solving and integrating science, math and engineering into activities."

Aug 27, 2018 to Jun 19, 2020 - Teachers, Stem coordinators, Principal

Status history

May 1

NOT STARTED May 01, 2018
Evidence

NOT STARTED
Implement and sustain on-going, job-embedded PLC (Professional Learning Community) that provides hands-on practice, coaching, peer learning opportunities, action research that are technology/stem based for teachers and secas. Include multimedia and embedded, supports (e.g. hyperlinked glossaries, powerpoints, on-screen coaching, creating sample lessons/activities to share with students and teachers)."

- Teachers, Leads, Principal

Status history

May 1

NOT STARTED May 01, 2018
Evidence

Strategy 5

NOT STARTED Provide on-going Professional Development for teachers and security in Restorative Practice in alignment with SEL standards"

Jul 01, 2018 to Jun 30, 2020 - Climate Coach Administration Teachers

Status history

May 1

NOT STARTED May 01, 2018
Evidence

NOT STARTED
Create a School Climate & Culture Team to create and monitor the implementation of School Wide Management Plans and ensure that SEL standards are taught in conjunction with CCSS and included in classroom management plans"

Jul 01, 2018 to Jun 30, 2020 - Climate Coach Administration Teachers

Status history

May 1

NOT STARTED May 01, 2018
Evidence

NOT STARTED
Communication of school policies, attendance, school events, discipline expectations and medical compliance with parents through calendars, school website, student and parent handbook and monthly newsletters."

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

Status history

May 1

NOT STARTED May 01, 2018
Evidence

NOT STARTED
Teachers monitor attendance in SIM and in attendance binder. Maintain 100% attendance submission in dashboard. All classroom teachers will develop an attendance plan that will identify weekly and monthly student recognition/celebration for meeting /exceeding school attendance goals."

Jul 01, 2018 to Jun 30, 2020 - Clerk Counselor Principal

Status history

May 1

NOT STARTED	May 01, 2018
	Evidence

NOT STARTED   Promote increased attendance through the use of classroom and school wide incentives, awards ceremonies and in class celebrations"

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

Status history

May 1

NOT STARTED	May 01, 2018
	Evidence

NOT STARTED   Monitor Chronically truant and chronically absent students in dashboard weekly"

Jul 01, 2018 to Jun 30, 2020 - Counselor Clerk Administration

Status history

May 1

NOT STARTED	May 01, 2018
	Evidence

NOT STARTED

Kindergarten and 8th grade students and parents will sign a contract detailing expectations for attendance, grades and attendance. No Kdg. or 8th grade celebrations will be scheduled prior to the last week of school."

Jun 30, 2020 to Jun 30, 2020 - Counselor Administration Teacher

Status history

May 1

NOT STARTED	May 01, 2018
	Evidence

NOT STARTED   Monitor off track data; create action plan for off-track students and set weekly and monthly attainable goals for all off track students."

Oct 05, 2018 to May 15, 2020 - Teacher Administration

Status history

May 1

NOT STARTED	May 01, 2018
	Evidence

NOT STARTED   Teacher and student committees will be formed for school improvement, student recognition and to add student voice."

Sep 03, 2018 to Jun 19, 2020 - Administration

Status history

May 1

NOT STARTED   May 01, 2018
Evidence

NOT STARTED

Restructured recess program to increase teacher/ student relationships and lower discipline infractions."

Sep 03, 2018 to Jun 19, 2020 - Teacher Administration Coaches

Status history

May 1

NOT STARTED   May 01, 2018
Evidence

NOT STARTED

Increase parental connections to the school through family literacy Night, Math Night, and STEM night, academic awards and showcases. All classroom teachers will host qurterly Parent Connect workshops."

Sep 03, 2018 to Jun 19, 2020 - Administration

Status history

May 1

NOT STARTED   May 01, 2018
Evidence

NOT STARTED

Re-visit routines, protocols, classroom and school-wide expectation quarterly."

Sep 03, 2018 to Jun 19, 2020 - Teacher Administration Security

Status history

May 1

NOT STARTED   May 01, 2018
Evidence

NOT STARTED

Establish multiple ways to communicate with families via email, home/cell phone, class dojo, monthly Newsletter, Home School connect."

Sep 03, 2018 to Jun 19, 2020 - Teachers Administration

Status history

May 1

NOT STARTED   May 01, 2018
Evidence

NOT STARTED

Create and monitor STEM culture by providing opportunities for real-life experiences, project-based activities, problem-solving and integrating science, math and engineering into activities."

Sep 03, 2018 to Jun 19, 2020 - Teachers, Leads, Counselor, Principal

Status history

May 1

NOT STARTED   May 01, 2018
Evidence

NOT STARTED

Teachers create classroom management plans and review policies and procedures with students and parents."

Aug 27, 2018 to Jun 19, 2020 - teachers

Status history

May 1

| NOT STARTED | May 01, 2018 |
| | **Evidence** |

NOT STARTED   Increase volunteers at the school."

Sep 03, 2018 to Jun 19, 2020 - Principal, counselor, clerk

Status history

May 1

| NOT STARTED | May 01, 2018 |
| | **Evidence** |

NOT STARTED   Recognize students for achievement, positive social behaviors and attendance quarterly, through assemblies, trips and activities."

Oct 05, 2018 to Jun 19, 2020 - Principal, Teachers, COunselor

Status history

May 1

| NOT STARTED | May 01, 2018 |
| | **Evidence** |

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

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

ESSA Program

◉ ESSA Schoolwide Program

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

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

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

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

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy   Complete

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

> Parents will attend meeting in September to review and discuss: Title I CIWP design, Parent involvement budget plan, School's parent involvement policy, School's entire Title I budget, District parent involvement policy, CPS's Title I parent involvement guidelines, and complete Title I evaluation and accountability form.

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

> Consultant will provide parents with information about NCLB and Title I at the first NCLB PAC meeting, which is held in September. Consultant will provide local resources available in enriching their child's academic/social growth. Assist parent in establishing and networking with the local libraries, YMCA, and any community services available. Work on additional partnerships with various community organizations. Will assist parents in developing mutual support strategies and methods to establish relationship with teachers and staff. School will open computer lab with consultant/tech teacher to provide hands-on assistance with technology and how students and parents can use this tool effectively and safely. PAC Informational and Organizational Meeting date is September 27, 2018.

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.

> Monthly meeting will be provided by consultant. At the beginning meeting, parents are surveyed on the types of meetings/workshops that would be most beneficial for them. Consultants will work with the PAC to develop a schedule of meeting dates, plan agendas, contact specific speakers or organizations and then disseminate information. Coordination with the CSI organization and BAC allows for more outreach.

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

> When PARCC and NWEA reports become available, a packet with their child's performance in reading, math, and science is sent home with each student. Packet not only contains report of achievement, but explanation of how to read and understand report.Teachers also host workshops on data and ways to assist students at home.

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.

> CPS along with ISBE sends notification to the schools of teachers that are not highly qualified. Along with this comes a letter to send to parents. These letters are sent to parents.

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.

> Consultant will provide a meeting explaining the state's academic content standards; the state's student academic achievement standards; how to read state and local academic assessments and how to use technology to monitor their child's progress. Parent meetings by classroom teachers also cover the standards, how to access student grades at home and how they can help their child.

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.

Consultant will provide information, resources, materials and training to assist parents in working with their child/children to improve their academic achievement. Consultant will work with parents in local libraries and computer lab to assist with technology. School will provide "give-aways" as an incentive to increase parent participation. Also, school will host several Parent's Night, which will involve participation from students and show case programs at Claremont. Teachers will host quarterly Home School Connection meetings and workshops.

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.

Consultant will host a monthly meeting on how to reach out to the school as an equal partner in their child's education, take suggestions/wishes from parents as how to build parent participation and how to reach out to the surrounding community. Consultant will focus on parent's as stakeholders, and how to assist students in improving their academic success. The school will provide strategies on homework help and a conducive environment for completing homework and school projects. Teachers will build connections to parents through quarterly parent connection meetings.

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

The Claremont Head Start program offers monthly parent workshops. These workshops include assisting their child at home, health and nutrition programs, medical assistance, and other supports. Good attendance is strongly encouraged. Meetings with the Kindergarten teachers and parents assist with a smooth transition into the elementary program. PreK students are also part of Claremont's free medical immunization, dental visits, and hearing and vision screenings.

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.

Information regarding parent programs, meetings, and other activities are listed on a monthly calendar, on the website, and announced. Flyers for each NCLB PAC meeting are passed out with specific details of workshop provided. Materials sent home are in English and Spanish.

Policy Implementation Activities

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

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

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

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

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

n/a

School-Parent Compact   Complete

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

Students from grades 3-8 are departmentalized. Teachers who are highly qualified in each subject area instruct students in that particular area. Teachers can provide high quality curriculum and instruction when it is directed in a particular subject area. All students will have access to the newest technology. All students will be a part of the STEM curriculum and all instructional components of the program.

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.

Two parent conferences are held for Report-card Pick-up. Teachers and have informal conferences at teacher or parent's request. Third, 6th , and 8th grade parent-teacher conference are held to discuss promotional policy. All classroom teachers host one Parent Connect meeting per quarter.

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

Progress reports are sent home on a quarterly basis. Teacher-parent conferences are held when students are in jeopardy of failing a certain subject. Parents are encouraged to monitor their child's grades through the Parent Portal. Teachers have data meetings with parents to discuss NWEA scores and goal-setting at the beginning of the year.

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

Teachers are available every morning before school and every afternoon at dismissal. Teachers may set up conferences with parents during prep periods.Teachers host one Parent Connect meeting per quarter. All staff emails are available.

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

Parents are encouraged to volunteer in child's classroom. Parents must fill out the volunteer packet and once approved they can volunteer in classroom or through out the building. Volunteer information is discussed at Open house and NCLB PAC meetings. Additional information is available on the school and CPS website.

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

NCLB PAC will assist parents in learning how to access their child/children's grade through Claremont's website and the Parent Portal. The school will provide technology training in school's computer lab and local library. Through the monthly meetings, the Consultant will host workshops on ways to support learning at home.

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 can discuss various programs/curriculum they would like to see at Claremont through monthly PAC and LSC meetings.

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

Students are expected to have good attendance, positive attitude, and be prepared for class. Students receive monthly incentives for following all the above. Each member of the Admin team will monitor and mentor students that are not 'on-track'. Teachers and staff promote responsibility and highly encourage students to follow all school polices and procedures.

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.

Increase parent participation at the school by attending workshops on assisting students at home, connecting to teachers, and strategies to improve achievement. Developing healthy habits and lifestyles for families while learning about the mind/body relationship.

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. | $ Amount | .00 |

| 53205 | **Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops. | $ Amount | .00 |

| 54125 | **Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order | $ 2747 | .00 |

after service is rendered (NO CHECKS ARE ALLOWED)

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

$ Amount   .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.

$ Amount   .00

<p>53510</p>**Postage**
Must be used for parent and family engagement programs only.

$ Amount   .00

53306   **Software**
Must be educational and for parent use only.

$ Amount   .00

55005   **Furniture and Equipment**
Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.

$ Amount   .00