Robert L Grimes Elementary School / Plan summary

2018-2020 plan summary

Team

Name	Role	Email	Access
Judith Carlson	Principal	jrcarlson@cps.edu	Has access
Katherine Engelhardt	Assistant Principal	kmengelhardt@cps.edu	Has access
Jason Scurlock	Physical Education teacher /ILT member	jscurlock@cps.edu	Has access
Gabriela Aguirre-Nava	Bilingual primary teacher	gbaguirre-na@cps.edu	Has access
Laura Anders	LSC teacher member	landers@cps.edu	No Access
Stephanie Kriske	LSC teacher member / DL teacher	slschield@cps.edu	No Access
Rene Peterson	LSC ESP member	rapeterson@cps.edu	No Access
Jorge Hernandez	LSC chairperson	jhs112299@comcast.net	No Access
Margaret Jamro	Intermediate teacher / ILT member	mjbura@cps.edu	No Access
Elizabeth Chaps	Upper ELA teacher / ILT member	eachaps@cps.edu	No Access
Claudia Perez	PAC chairperson / parent		No Access

Team meetings

Date	Participants	Topic

School Excellence Framework

Culture of & Structure for Continuous Improvement   4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1   2   3   **4**

> The school has established clear and measurable goals as evidenced by our Level 1+ status. Staff meetings and PD sessions focus on school wide data, goal setting, and action planning. 5 Essentials data indicates program coherence is highest it has been since 2012. Teachers meet weekly to dialogue and analyze progress of all students and to determine if the student is on-track to meet his objectives. Staff members meet as a whole to discuss and plan units of study and to strive to prioritize educational goals vertically and to align curriculum to CCSS. The principal has been rated in the exceeds category for the past 10 years. Consortium survey results indicate positive perception of principal's leadership to drive continuous improvement. Principal meets regularly with all teachers to plan and assist in planning instruction and assist in the differentiation of materials.

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 principal has formed a leadership team representing all grade levels and subject areas. The ILT meets biweekly and uses the data provided by MAP/MPG, PARCC, EasyCBM, and classroom feedback to analyze and create action items for continuous improvement. Instructional leadership team is rated strong on the 5 Essentials survey however, the majority of the staff feel that the ILT presses teachers to implement what they learn in professional development, communicates a clear vision of our school and, and clearly articulates the leadership's expectations for meeting instructional goals. The ILT is reflective in its practice and continues to make improvements in the work to identify root cause of challenges. Peer observations were not sustained but will be a priority for next two years.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

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

Professional Learning:

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**

Teachers meet in grade band once per week to collaborate. Teachers also meet an additional once per week with grade level partner to collaborate. Teachers use this common planning time to analyze data provided by MAP/MPG reports and EasyCBM to drive further instruction and make adjustments to teaching practices. Collaboration of teachers is strong as indicated on the 5 Essentials survey. Student attainment in grades 3-8 is above the 84th percentile in both reading and math. Teachers attended professional development on balanced literacy, TRU math and student discourse. Teachers engage in peer observations and are encouraged to meet to facilitate collegiate conversations. New initiatives set forth by administration and ILT are given adequate time to implement and professional development in grade band meetings are aligned to new initiatives. Majority of professional learning is teacher led, using knowledge gained from classroom experiences as well as sharing information from off-site training, primarily Network CCSS training. Faculty meetings are used to present various teaching and classroom strategies as well as discuss and formulate short term plans. Teachers meet quarterly to analyze data and mapping plans. Meetings are conducted with an agenda and minutes are recorded and submitted to the administration. Administration develops agendas and open forum protocol led by ILT members is used to facilitate discussion. Teachers will begin to analyze student work as a next step to professional learning.

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
  - Use data to identify performance and practice gaps to inform PL plan.
  - Use research about best practices to identify potential professional 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**

Schedule created in grades 6 - 8 to allow for a 45 minute block that focuses on enrichment and intervention in the areas of math, reading, and science. Uninterrupted literacy blocks have been established in grades K-2. In response to NWEA math growth percentile data, uninterrupted math blocks in grades 3-5 have been established. 4th/5th grade has departmentalized to be content specific. All teachers are highly qualified in the area in which they teach. Budget priorities are always directed to maximize student learning opportunities by reducing class sizes, allowing time for MTSS and enrichment programs and, offering outside counseling services for students and families in need.

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
  - Use CPS Instructional Time Guidelines to maximize instructional time.
  - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
  - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
  - Leverage strategic source vendors to maximize dollars.
  - Seek and obtain grants to support articulated needs.
  - Use grant funds strategically to support areas of highest need.
  - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
  - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
  - Use an interview process including a protocol for questioning and select highly qualified candidates.
  - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
  - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
  - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
  - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
  - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
  - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
  - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
  - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

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

Curriculum:

Score

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.

Teachers implement curriculum mapping, use of NWEA data to drive small group instruction and discuss implementation of CCSS and alignment with student work. All grade levels have completed curriculum maps for vertical and horizontal alignment. Students with disabilities and EL students are supported through curriculum modifications and consulting. Wilson reading program has been purchased and teachers trained to implement with fidelity. The school has implemented a school-wide close read initiative to enhance the rigor of the curriculum. Grades K-2 incorporating Lucy Calkins to establish writing curriculum. Grades K-2 have leveled readers provided by either Scholastic or an LLI kit purchased through an EL Grant. Grades 4-5 utilizes ThinkCERCA to support argumentative writing. GO Math was purchased for grades K-6 to supplement math curriculum. Teachers attend network PD to enhance knowledge of balanced literacy and TRU math. SQRP indicates students attaining at or above the 75th percentile in grades 2 - 8 for both reading and math. Growth percentile for EL population is 79rd for reading and 76rd for math which trends higher than the overall school growth percentile. After school programs are funded to provide additional instructional support using research-based materials for students struggling to reach the 50th percentile.

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**

Students use CPS approved Go Math curriculum to support mathematics instruction. IXL, and Khan Academy are technology-based programs used to differentiate instruction. Small group instruction and intervention blocks have been established across all grade levels to address various needs of students. DL teachers and MTSS teachers support classrooms with greatest area of need. Wilson reading program has been purchased to supplement CCSS units created by teachers. Reading A-Z is used in grades K-5 to support comprehension. CNN news and NewsELA are used in grades 6-8 to support comprehension. ThinkCERCA supports writing instruction for grades 4 and 5. 1:1 Chromebook initiative in grades 3-8 allow access to variety of additional supports.

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

> SQRP data indicates that student attainment is reaching over the 80th percentile in grades 3- 8 for both reading and math. Ambitious instruction is neutral as indicated on the 5 Essentials survey with English and math instruction weak although both have shown gains in the last academic year. Students rate academic press as neutral and quality of classroom discussion as strong. Both areas have also seen an increase in scores the previous academic year. Teachers have increased the rigor of student work by purposing all lessons with essential questions and objectives for each lesson. Formative assessment rubric established to check for understanding at both the skill and application level. Formative assessments reflect PARCC-like questions. Questions are developed to enhance the meta-cognition of the student and challenge critical thinking skills. Instruction is scaffolded to ensure that all students have access and can engage in complex texts. Standards are included on all assessments as a checks and balance to CCSS-aligned work.

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

Score

1   2   **3**   4

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)

> Students are involved in a process to establish a career day in which student input led to professionals coming to speak. Alumni visit the students to discuss high school experience and beyond. Incorporation of more alumni at the college level will add to all students aspiring to attend college. Teacher degrees are posted outside of their classrooms. The principal is available to students to present their ideas to further their knowledge on career and college choice. Counselor has completed Naviance training. Counselor is working with upper grade teachers to plan visits to local colleges.

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

Score

1   2   **3**   4

90% of teachers exemplify an effective school and reflect Level 1+ performance. An adequate amount of retirees have produced an increase of new teachers. These new teachers will begin a mentoring program. The school has adopted school-wide initiatives including weekly close reads with uniform annotations, Greek and Latin roots, and the use of a formative assessment rubric. Teachers purpose all lessons with an essential question and objective for the lesson. Formative assessments reflect PARCC-like questions. Teachers have been implemented with fidelity classroom discourse, including the 8th grade ELA engaging in Socratic discussions. Science and social studies topics are embedded within the reading and math curriculum. Teachers utilize the Learning Continuum to drive small group instruction. Teachers have developed rubrics to ensure student expectations and provide clarify of assessment requirements. Teachers use data to drive further instruction. Teachers meet at grade level to review progress monitoring data to plan instruction. Active engagement of students continues to be an area of growth.

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:

Score

1 2 **3** 4

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.

Administration enforces a uniform grading policy consistent with the district's 10-point scale. School still follows a uniform weights for each category have been established as well as color coded system for ease of reference when reviewing gradebook data. A formative assessment rubric was created and implementation began fully during 2nd quarter to monitor progress before reaching summative assessments. Uniform progress monitoring using EasyCBM was established producing frequent reliable data to inform planning. ILT and MTSS teams meet regularly to assess data. Students from grades K-8 take MPG/MAP tests 3 times a year and data conversations occur after each test session.

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

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

Teachers and staff have been given extensive PD surrounding Tier 1 and Tier 2 instruction. School-wide progress monitoring has been established using EasyCBM to track academic progress for both reading and math. All students are monitored using this system. A calendar of due dates for monitoring is in place and can be found in the google drive where all EasyCBM data is housed. Faculty grade band meetings discuss data and adjust frequently. ILT also monitors on-track data in conjunction with EasyCBM and NWEA data. Ancillary staff are utilized to support Tier 2 and Tier 3 instruction and monitoring. DL team supports Tier 3 instruction. All students in Tier 2 and Tier 3 reading receive additional support using the Wilson reading program, with Tier 3 receiving double the amount. Math interventions are not as inclusive. Teachers use the Learning Continuum to provide additional supports for Tier 2 and Tier 3 students. Students in Tier 2 and Tier 3 are seen more often for small group instruction. Attendance is monitored by administration and interventions are in place for chronic absences, including parent meetings and home visits. Tier 2 and Tier 3 students not already receiving social work services as stated by an IEP or 504 are serviced by either the school counselor or the social worker that was contracted with discretionary funds.

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.

Atmosphere of school conveys high expectation for learning for all students. Attendance is over 96% with the highest attendance rate occurring in the 6th - 8th grade population. Staff expectation is high for all students and are vested in the outcome for all students. Teachers make themselves available before and after school for tutoring all without compensation. Teachers meet with students and families regularly to discuss academic and social needs. Students reach out to teachers after hours via email for assistance. Teachers are actively pursuing increasing student engagement in classroom discourse.

Score

1   2   **3**   4

Guide for Culture for Learning

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

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Now What? Materials to Support Improvement Planning
✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (cps.edu/sel) ✓ ASCA Mindsets & Behaviors

Relational Trust:

Score

1   2   3   **4**

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

Teachers meet with students before and after school for tutoring and to discuss social issues. This is done without compensation. All students are encouraged to join sports teams and participate in extracurricular activities. Collaborative teachers, as indicated on the 5 Essentials survey, is the highest it has been since 2012. Principal has an open door policy with families and community. All are invited to attend family literacy and math and science night. 5 Essentials indicate that academic personalism and teacher student trust is on the rise after taking a dip two years ago. ClassDojo and Remind 101 along with google classroom are used to communicate effectively between and among teacher, parent and, student.

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**

> 90% of students in grades 5 - 8 participate in an after school program. Most all of these students are involved in a sports program. After School All Stars funding was cut leading to less students in grades K-4 participating. Administration reallocated money to hold academic based programs for high-need grades 1,4, and 5. Students engage in a wide-range of extracurricular activities such as field trips to the Federal Reserve and the Museum of Science and Industry, engaging in a STEM project. An enrichment block was established to offer both Algebra and French to advanced students.

Guide for Student Voice, Engagement, & Civic Life

Study politics

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

Evidence, Measures, and Standards

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

> Both students and staff have reported to feeling safe at and around the building. Classroom expectation is established to reflect a high level of civility between students. Students transition between classrooms with no disruption to the academic process.

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring about a more restorative culture. The school is also characterized by strong and consistent school and classroom climates. The

Score

1 2 3 **4**

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.

> School uses the Student Code of Conduct to formulate a consistent school-wide discipline policy. Classroom teachers post behavior expectations and require student and parents to reflect upon them at the beginning of the year. Discipline is dealt with in an equitable manner. Positive behavior is rewarded throughout the school year. Students of the Month are rewarded at the monthly LSC meetings. Administration notes that there has not been a physical altercation in the building in the past 13 years. Dashboard reflects well below average misconducts. Discipline is fair and effective.

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

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

Parent and Family Partnership:

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.

Teachers and staff are always available to speak with parents regarding concerns for their children. Teachers use a variety of tools including ClassDojo, Remind and Google Classroom to communicate with parents. Principal maintains an open door policy for parents wishing to speak. The school website has undergone improvement and is continuing to be built to better support communication with parents. Blackboard connect is used for Robo calls to parents about important upcoming events. BAC, PAC, and PTC have working councils that contribute to the well-being of the school. Parent volunteers at Fleming branch is at an all-time high. Home visits occur when necessary. Social agencies are called when the need arises and follow-up by administration is part of the process.

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
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 ⊘

		Rating					
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Quality Teaching: Instruction	**1**	2	3	4	5	⊘
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1	2	**3**	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Curriculum	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	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	⊘
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1	2	3	4	5	⊘
4	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1	2	3	4	5	⊘
4	Culture of & Structure for Continuous Improvement: Professional Learning	1	2	3	4	5	⊘
4	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Parent and Family Partnership	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	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					
10% increase each year	86.00	76.00	83.00	91.00	99.00
National School Growth Percentile - Math					
10% increase each year	88.00	70.00	77.00	85.00	92.00
% of Students Meeting/Exceeding National Ave Growth Norms					
20% increase first year ; 10% subsequent years	66.00	60.50	72.00	79.00	86.00
African-American Growth Percentile - Reading					
N/A - no subgroup	(Blank)	(Blank)	0.00	0.00	0.00

Hispanic Growth Percentile - Reading

| 10% increase first year - align with school wide goal | 81.00 | 79.00 | 87.00 | 91.00 | 99.00 |

English Learner Growth Percentile - Reading

| no subgroup in 2017-2018 but if do - align with school goals | 95.00 | (Blank) | 0.00 | 91.00 | 99.00 |

Diverse Learner Growth Percentile - Reading

| N/A - no subgroup | (Blank) | (Blank) | 0.00 | 0.00 | 0.00 |

African-American Growth Percentile - Math

| N/A - no subgroup | (Blank) | (Blank) | 0.00 | 0.00 | 0.00 |

Hispanic Growth Percentile - Math

| 10% increase each year | 84.00 | 76.00 | 84.00 | 92.00 | 99.00 |

English Learner Growth Percentile - Math

| no subgroup in 2017-2018 but if do - align with school goals | 94.00 | (Blank) | 0.00 | 94.00 | 99.00 |

Diverse Learner Growth Percentile - Math

| N/A - no subgroup | (Blank) | (Blank) | 0.00 | 0.00 | 0.00 |

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

| increase to move to 5 points on SQRP | 83.00 | 84.00 | 90.00 | 93.00 | 95.00 |

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

| increase to move to 5 points on SWRP | 81.00 | 84.00 | 90.00 | 93.00 | 95.00 |

National School Attainment Percentile - Reading (Grade 2)

| increase 20% each year to move to over 90th percentile | 76.00 | 57.00 | 68.00 | 81.50 | 90.00 |

National School Attainment Percentile - Math (Grade 2)

| increase 20% each year to move to over 90th percentile | 76.00 | 57.00 | 68.00 | 81.50 | 90.00 |

% of Students Making Sufficient Annual Progress on ACCESS

| increase 20% each year to move to 5 points on SQRP | 39.10 | (Blank) | 47.00 | 56.00 | 67.00 |

Average Daily Attendance Rate

| growth to maintain over 96% | 96.30 | 96.20 | 96.35 | 96.45 | 96.55 |

My Voice, My School 5 Essentials Survey

| Well organized | (Blank) | (Blank) | (Blank) | (Blank) | (Blank) |

Custom metrics   0 of 0 complete

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

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
Develop a systematic approach to formatively assess rigorous instruction in humanities and STEM in order to generate optimal student growth	students being academically challenged	growth of all students as evidenced by formative assessments and NWEA data.

Tags:
Instruction, Stem, Rigorous instruction

Area(s) of focus:
1

Action step	Responsible	Timeframe	Status
Teachers will attend the district Summits around area of STEM and Humanties	lead teachers	Sep 5, 2018 to Jun 20, 2019	Not started

Teacher leader summits

Administration will attend Network level PLC with focus area on balanced literacy	Administration	Sep 5, 2018 to Jun 20, 2019	Behind

Professional development, Balanced literacy

Through network support, K-2 teachers will receive professional development on balanced literacy, specifically guided reading and Lucy Calkins	primary teachers, network literacy ISL	Sep 5, 2018 to Jun 20, 2019	Behind

Professional development, Writing

Teachers will receive in-house professional development on Lucy Calkins	Calkins trained lead primary teacher	Aug 27, 2018 to Dec 21, 2018	Behind

Professional development, Writing

Identify one teacher leader at each grade band,K-2 and 3-5, to observe, monitor, and coach to assist in planning and implementing rigorous instruction	Administration and teacher leaders	Jul 2, 2018 to Jul 27, 2018	Behind

Rigorous instruction, Teacher leaders

Create a schedule to free teacher leaders one extra period per week to support teachers in planning	Assistant principal and teacher leaders	Jul 2, 2018 to Jul 27, 2018	Behind

Scheduling

During opening week, teachers will receive professional development to analyze and assess rigourous student work	Administration	Aug 27, 2018 to Aug 31, 2018	Behind

Lasw, Rigorous instruction

Teacher leaders will facilitate grade band meetings twice a month where teachers analyze and assess rigorous student work	Teacher Leaders	Sep 5, 2018 to Jun 20, 2019	Behind

Lasw, Rigorous instruction

Action step	Responsible	Timeframe	Status
Using CIM item bank, create common interim assessments in Humanities at each grade level	Teachers and Administration	Aug 27, 2018 to Sep 14, 2018	Behind

Interim assessment

Using FUSE STEM materials and Mars tasks, create common interim assessments in STEM classes at each grade level	Teachers and Adminsitration	Aug 27, 2018 to Sep 14, 2018	Behind

Stem, Interim assessment

Create schedule to give common interim assessments and to analyze results	Administration	Aug 27, 2018 to Sep 14, 2018	Behind

Interim assessment

Strategy 2

If we do...	...then we see...	...which leads to...
Analyze and adopt a universal Tier 1 SEL program, in conjunction with established Tier 2 and 3 programs, for grades PreK-8 to support and promote positive social skill interaction	students engaging in positive social interaction and demonstrating less confrontational and aggressive behaviors	less student referrals to the office and more productive academic success

Tags:
SEL, Mtss-sel

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
Research and select appropriate Tier 1 SEL curriculum	Administration	Jun 1, 2018 to Jul 31, 2018	Behind

Sel mtss

Develop schedule to embed Tier 1 SEL curriculum into daily classroom activity	Assistant Prinicpal	Jul 1, 2018 to Jul 31, 2018	Behind

Sel mtss

Use Communities in Schools partnership to bring SEL sponsored field trips and assemblies to school	Counselor	Aug 28, 2018 to Sep 30, 2018	Behind

Sel mtss

Secure funding for Tier 2/3 licensed clinical social worker - one day per week for 30 weeks	Administration	May 1, 2018 to May 31, 2018	Behind

Sel mtss

Monitor effectiveness of SEL instruction using Verify and teacher anecdotals captured in the Google parent/student log	Principal	Oct 1, 2018 to Oct 31, 2018	Behind

Sel mtss

Strategy 3

If we do...	...then we see...	...which leads to...
Engage teacher teams in professional	more teacher team collaboration and	more student focus and understanding which

| development around best practices for inclusive settings | differentiation of materials for all students | leads to all students having an opportunity for academic success. |

Tags:
Inclusion

Area(s) of focus:
2, 3

Action step	Responsible	Timeframe	Status
Secure partnership with GUST Foundation for professional development - 6 PDs for 8 teachers for the 18-19 school year	Administration	May 20, 2018 to Jun 1, 2018	On-Track

Inclusion

Secure 4th diverse learner teacher to reach inclusive setting for all grades	Administration	May 20, 2018 to Jun 1, 2018	Completed

Inclusion

Develop schedule for common planning time for inclusive teacher teams	Assistant Principal	Jun 1, 2018 to Jun 30, 2018	Not started

Instructional planning, Inclusion

Create schedule for observations in inclusive settings	Assistant Principal	Jul 1, 2018 to Jul 31, 2018	Not started

Inclusion

Monitor and amend inclusive settings based on observational notes	Administration	Nov 1, 2018 to Nov 30, 2018	Not started

Inclusion

Implement and assess differentiation plans	Administration and case manager	Aug 26, 2018 to Sep 29, 2018	Not started

Differentiatied instruction

Action Plan

Strategy 1

NOT STARTED   Teachers will attend the district Summits around area of STEM and Humanties"

Sep 05, 2018 to Jun 20, 2019 - lead teachers

Status history

Apr 17

NOT STARTED   Apr 17, 2018
Evidence

BEHIND   Administration will attend Network level PLC with focus area on balanced literacy"

Sep 05, 2018 to Jun 20, 2019 - Administration

Status history

Apr 17

BEHIND | Apr 17, 2018
Problem
Root Cause
Next steps

BEHIND

Through network support, K-2 teachers will receive professional development on balanced literacy, specifically guided reading and Lucy Calkins"

Sep 05, 2018 to Jun 20, 2019 - primary teachers, network literacy ISL

Status history

Apr 17

BEHIND | Apr 17, 2018
Problem
Root Cause
Next steps

BEHIND | Teachers will receive in-house professional development on Lucy Calkins"

Aug 27, 2018 to Dec 21, 2018 - Calkins trained lead primary teacher

Status history

Apr 17

BEHIND | Apr 17, 2018
Problem
Root Cause
Next steps

BEHIND

Identify one teacher leader at each grade band,K-2 and 3-5, to observe, monitor, and coach to assist in planning and implementing rigorous instruction"

Jul 02, 2018 to Jul 27, 2018 - Administration and teacher leaders

Status history

Apr 17

BEHIND | Apr 17, 2018
Problem
Root Cause
Next steps

BEHIND | Create a schedule to free teacher leaders one extra period per week to support teachers in planning"

Jul 02, 2018 to Jul 27, 2018 - Assistant principal and teacher leaders

Status history

Apr 17

BEHIND | Apr 17, 2018
Problem
Root Cause
Next steps

BEHIND | Teacher leaders will facilitate grade band meetings twice a month where teachers analyze and assess rigorous student work"

Sep 05, 2018 to Jun 20, 2019 - Teacher Leaders

Status history

Apr 17

BEHIND Apr 17, 2018
Problem
Root Cause
Next steps

BEHIND During opening week, teachers will receive professional development to analyze and assess rigourous student work"

Aug 27, 2018 to Aug 31, 2018 - Administration

Status history

————————————————●————————————————

Apr 17

BEHIND Apr 17, 2018
Problem
Root Cause
Next steps

BEHIND Using CIM item bank, create common interim assessments in Humanities at each grade level"

Aug 27, 2018 to Sep 14, 2018 - Teachers and Administration

Status history

——————————●——————————————————————

Apr 17

BEHIND Apr 17, 2018
Problem
Root Cause
Next steps

BEHIND Create schedule to give common interim assessments and to analyze results"

Aug 27, 2018 to Sep 14, 2018 - Administration

Status history

——————————●——————————————————————

Apr 17

BEHIND Apr 17, 2018
Problem
Root Cause
Next steps

BEHIND Using FUSE STEM materials and Mars tasks, create common interim assessments in STEM classes at each grade level"

Aug 27, 2018 to Sep 14, 2018 - Teachers and Adminsitration

Status history

————————————————●————————————————

Apr 17

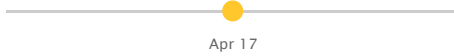BEHIND Apr 17, 2018
Problem
Root Cause
Next steps

Strategy 2

BEHIND Research and select appropriate Tier 1 SEL curriculum"
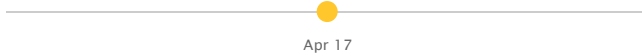
Jun 01, 2018 to Jul 31, 2018 - Administration

Status history

Apr 17

BEHIND | Apr 17, 2018
Problem
Root Cause
Next steps

BEHIND | Develop schedule to embed Tier 1 SEL curriculum into daily classroom activity"

Jul 01, 2018 to Jul 31, 2018 - Assistant Prinicpal

Status history

Apr 17

BEHIND | Apr 17, 2018
Problem
Root Cause
Next steps

BEHIND | Use Communities in Schools partnership to bring SEL sponsored field trips and assemblies to school"

Aug 28, 2018 to Sep 30, 2018 - Counselor

Status history

Apr 17

BEHIND | Apr 17, 2018
Problem
Root Cause
Next steps

BEHIND | Secure funding for Tier 2/3 licensed clinical social worker - one day per week for 30 weeks"

May 01, 2018 to May 31, 2018 - Administration

Status history
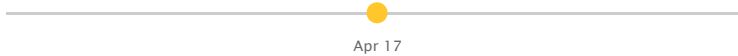
Apr 17

BEHIND | Apr 17, 2018
Problem
Root Cause
Next steps

BEHIND | Monitor effectiveness of SEL instruction using Verify and teacher anecdotals captured in the Google parent/student log"

Oct 01, 2018 to Oct 31, 2018 - Principal

Status history

Apr 17

BEHIND | Apr 17, 2018
Problem
Root Cause
Next steps

Strategy 3

ON-TRACK | Secure partnership with GUST Foundation for professional development - 6 PDs for 8 teachers for the 18-19 school year"

May 20, 2018 to Jun 01, 2018 - Administration

Status history

○ Apr 17

ON-TRACK | Apr 17, 2018
Evidence

NOT STARTED | Develop schedule for common planning time for inclusive teacher teams"

Jun 01, 2018 to Jun 30, 2018 - Assistant Principal

Status history

○ Apr 17

NOT STARTED | Apr 17, 2018
Evidence

NOT STARTED | Implement and assess differentiation plans"

Aug 26, 2018 to Sep 29, 2018 - Administration and case manager

Status history

○ Apr 17

NOT STARTED | Apr 17, 2018
Evidence

COMPLETED | Secure 4th diverse learner teacher to reach inclusive setting for all grades"

May 20, 2018 to Jun 01, 2018 - Administration

Status history

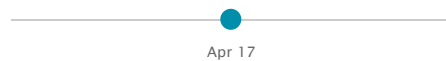○ Apr 17

COMPLETED | Apr 17, 2018
Evidence

NOT STARTED | Create schedule for observations in inclusive settings"

Jul 01, 2018 to Jul 31, 2018 - Assistant Principal

Status history

○ Apr 17

NOT STARTED | Apr 17, 2018
Evidence

NOT STARTED | Monitor and amend inclusive settings based on observational notes"

Nov 01, 2018 to Nov 30, 2018 - Administration

Status history

○ Apr 17

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 meet on a monthly basis to discuss needs, wants, and proposals to improve student achievement through parental involvement. Staff member also attend monthly meetings to address ideas and concerns from parents and bring back to administration.

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

> The school hosted on meeting on September 27, 2018 to discuss the coming school year, offer explanations of the program and set agenda for future meetings. The school also hosted the organizational meeting on September 27, 2018 following the annual meeting. Parents were informed and invited to monthly meetings through biweekly backpack letters, monthly newsletters by classroom teachers, monthly school newsletter, and the school website.

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.

> Parents receive an information packet explaining assessments, proficiency levels, and teacher qualifications. All information will also be located in the parent handbook that is updated on a yearly basis. Monthly meetings will be scheduled for the entire school year. All parents are notified of the dates in writing.

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.

> Parents receive assessment reports using NWEA data twice per year. Parents also receive reports for PARCC and ACCESS when applicable. Reports go home in the backpacks of the child and are also discussed during report card pick ups.

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.

> Parents will be notified by mailed correspondence if a teacher's status is not highly qualified. The letter will be mailed for four consecutive weeks.

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.

> Students and parents will attend Open House activities in September and will receive verbal and written requirements of academic assessments, alternate assessments, and academic standards. Parents will be informed of parent portal website and Remind 101 app to monitor their child's progress. Parents are encouraged to receive assistance to learn how to use technology offered to the students including blended learning programs. During Open House, parents will have an opportunity to preview sites students use that offer assistance in particular activities and standards. Parents are encouraged to use Parent Portal to monitor progressive data from formal assessments along with the explanation of interpreting the data.

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.

> Parents are encouraged to receive assistance to learn how to use technology offered to the students including blended learning programs. During Open House, parents will have an opportunity to preview sites students use that offer assistance in particular activities and standards. Parents are encouraged to use Parent Portal to monitor progress.

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.

> Parents are welcome in the schools to participate in many activities. They often attend field trips and act as classroom assistants as well as monitor lunch activities. Clerk works with parents to obtain correct volunteer status. Teachers communicate with families via a monthly newsletter as well as using the Remind 101 app. The school website contains information about upcoming projects, events, and opportunities for students and parents.

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.

> School incorporates state PreK students in to daily activities and routines. PreK teacher and Kindergarten teachers, along with primary DL teacher, confers with parents and each other on a regular basis. Parents are encouraged to attend presentations, field trips, and other PreK activities.

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.

> All information is sent home in English, Spanish, Polish and, when available, other languages. Parents may request specific language formats or other accommodations.

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.)

Our mission at the Grimes/Fleming, with the collaboration and support of parents and community, is to provide our students with a sense of direction, a nurturing safe environment, and an equitable process that will enhance student behavior. We will set high expectations, share mutual respect, implement collaborative leadership, and nurture a staff committed to excellence. Grimes/Fleming will create a positive learning environment where all students learn, including those with special needs and limited English proficiency. Through an emphasis on literacy, mathematics, and science, each student will achieve their maximum potential, function effectively in the community and contribute to the broader society.

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.

Formal teacher/parent conferences will take place at report card pick-ups in November and April of each school year. School will have an Open House in September for all parents to meet teachers and become familiar with the goals and expectations. It is an expectation that teachers have continuous communication through scheduled conferences, monthly newsletters, Remind 101 app, and telephone conferences. Logs of these conferences are maintained in the Google drive to document frequency.

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

It is an expectation that teachers have continuous communication through scheduled conferences, monthly newsletters, Remind 101 app, and telephone conferences. Logs of these conferences are maintained in the Google drive to document frequency. Assessment data from NWEA is sent out twice per year. All other assessments such as, ACCESS and PARCC are sent to applicable students.

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

It is an expectation that teachers have continuous communication through scheduled conferences, monthly newsletters, Remind 101 app, and telephone conferences. Logs of these conferences are maintained in the Google drive to document frequency. Teachers often make themselves available both before and after regular school hours.

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.

All teachers have an open classroom policy. Clerk works with parents to correctly become vetted to volunteer in the classrooms. Parents are often observed assisting the teacher in the primary rooms. Recess and lunch monitors assist during the lunch hour. Parent participation on field trips is high.

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

Parents support their children's learning by keeping regular communication with teachers. Parents are encouraged to sign up for the parent portal. Most parents have also registered for Remind to keep track of Parents participate in discussion during monthly PAC/BAC meetings. Parents are also encouraged to attend LSC meetings to voice concerns. Administration run an open-door policy for parents needing to speak regarding any issues. Parents are also encouraged to take part in extracurricular activities such as coaching and fundraising activities.

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 support their children's learning by keeping regular communication with teachers. Parents are encouraged to sign up for the parent portal. Most parents have also registered for Remind to keep track of student progress. Parents are also encouraged to attend LSC meetings to voice concerns. Administration run an open-door policy for parents needing to speak regarding any issues.

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

The school's culture and climate emphasizes academic achievement by providing attendance incentives, student of the month awards, and participation in sports by requiring students to maintain a successful academic, attendance, and behavior proficiency. Students engage in conferences within their own classes and with their homeroom teachers surrounding homework completion and assessment strategies. Students use ClassDoJo app to keep track of points earned for certain tasks.

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.

> Goal for 2018-2019 school year is to conduct parent trainings surrounding various topics such as child raising in the 21st century, social emotional supports, and finding balance.

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.	$ 738 .00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 450 .00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$ 1000 .00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ Amount .00
54205 **Travel**	Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$ Amount .00
54565 **Reimbursements**	Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$ Amount .00
53510 **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	$ Amount .00

office or where staff and students have access too. To by used only by parents.