



Barbara Vick Early Childhood & Family Center / Plan summary

2018-2020 plan summary

Team

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Team meetings

| Date | Participants | Topic |
|------------|--|---|
| 01/10/2018 | 113th Members | SEF Planning |
| 01/11/2018 | Jennifer Finn, Lisa Healy, Annette Villanueva, Tiffany Thomas, Jessica Meland, Soomi Chun-Derradji | SEF Planning |
| 01/24/2018 | Raven DiMichele, Mary Clifford, Jessica Spangler, Karla Curtis, Joe Jager, Mise Loffman-Payne | SEF Team Creation |
| 02/06/2018 | Megan Radon, Heather Garrett, Mary Clifford, Jessica Spangler, Joe Jager, Mise Loffman-Payne | SEF Team Creation |
| 02/15/2018 | Kedzie Members | SEF Planning |
| 02/27/2018 | Jessica Spangler, Raven DiMichele, Heather Garrett, Karla Curtis, Mary Clifford, Carrie Comer, Tiffany Thomas, Soomi Chun-Derradji, Lauren Paramore, Lisa Healy, Margaret Desmond, Jessica Meland, Joseph Jager, | SEF Finalization & Identification of Priorities |
| 03/15/2018 | Karla Curtis, Mary Clifford, Megan Radon, Heather Garrett, Jessica Spangler, Tiffany Thomas, Jessica Meland, Annette Villanueva, Lauren Paramore, Lisa Healy, Margaret Desmond, Joseph Jager | Writing of Strategies and Action Steps |

| | | |
|------------|--|---|
| 03/22/2018 | All ILT Members from both sites | Writing of Strategies and Action Steps |
| 04/05/2018 | Mary Clifford, Megan Radon, Raven DiMichele, Heather Garrett, Jessica Spangler, Tiffany Thomas, Jessica Meland, Carrie Comer, Soomi Chun-Derradji, Margaret Desmond, Lisa Healy, Joe Jager | Compilation of SEF evidence & clarifying Action Steps |
| 04/12/2018 | All ILT Members from both sites | |
| 07/24/2017 | Jessica Meland, Carrie Comer, Heather Garrett, Megan Radon, Lauren Paramore, Raven DiMichele, Jessica Spangler, Mary Clifford | SEF Planning |
| 04/23/2018 | Lauren Paramore, Tiffany Thomas, Joe Jager, Annette Villanueva, Heather Garrett, Soomi Chun-Derradji, Megan Radon, Margaret Desmond, Lisa Healy, Mise Loffman-Payne | Finalizing of Strategies, Action Steps & Parent Plan |

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

1 2 3 4

- School's vision and mission is accessible to staff and families through multiple forms of media (website, parent/staff handbook, posters)
- Under the Effective Leader & Collaborative Teachers section of the 5 Essentials survey, we rated ourselves 67/100
- Professional development is aligned to philosophy and Illinois Early Learning and Development Standards
- Implement collaborative teaching to support all learners including Diverse and English language learners
- Engaged Instructional Leadership Team that supports data analysis, policy development and curricular foci
- Providing professional learning for parents through parent workshops focused around children's interests, classroom foci and content areas

Guide for Leadership & Collective Responsibility

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

- Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

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

Instructional Leadership Team:

Score

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

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- Meets on a monthly basis, utilizes agenda and protocol and collects minutes to distribute to all members
- ILT is responsible for the development of the CIWP in collaboration with administration
- Supports data analysis, policy development and curricular foci

*Refer to our action plan for improvement strategies

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

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

Professional Learning:

Score

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

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- Professional learning focuses around developmentally appropriate content such as Erikson Math, Erikson bilingual cohort, Story Workshop, Mindful Practice, Reggio Emilia and Diverse Learners
- Under the Effective Leader & Collaborative Teachers section of the 5 Essentials survey, we rated ourselves 67/100
- Providing professional learning for parents through parent workshops focused around children's interests, classroom foci and content areas
- Implemented a teacher mentor structure to support new teachers
- Strive to implement peer learning walks, cross-site classroom observations
- Pursuing opportunities for continued learning that align with our educational philosophy
- Consistently high scores in 4a, 4d, 4e in Professional Responsibilities within the Reach Framework

Guide for Professional Learning

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

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|---|--|
| Suggested Evidence | <ul style="list-style-type: none"> ✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished) |
| Measures | <ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers |
| Five Essentials | Effective Leaders Collaborative Teachers |
| MTSS Framework | Shared Leadership, Curriculum & Instruction |
| CPS Framework for Teaching | 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism |
| CPS Performance Standards for School Leaders | 82. Observes and Evaluates Staff and Gives Feedback to Staff 86. Professional Development Provided for Staff |
| NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING | |
| | <ul style="list-style-type: none"> ✓ Teaching the Teachers ✓ Making Better Use of Research ✓ Upcoming Professional Learning Opportunities ✓ Framework for Teaching PD Modules |

Aligned Resources:

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

Score

1 2 3 4

- Low teacher turnover rate
- Under the Effective Leader & Collaborative Teachers section of the 5 Essentials Survey, we rated ourselves 67/100
- Individual responsibilities align with identified positions
- Partner with the Chicago Park District to provide in school programming and allow use of their facilities
- Participate in Special Olympics, Greater Chicago Food Depository, AND (A New Direction) St. Jude Trike-a-Thon, the Autism Walk, Parents and Teachers Together, First Books Organization and Common Threads
- Consistently high scores in 4a, 4d, 4e in Professional Responsibilities within the Reach Framework

Guide for Aligned Resources

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

1 2 3 4

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.

- Implement inquiry-based, emergent curriculum that stems from the children's interest and supports content areas in a developmentally appropriate way
- Sequence Big Ideas in Early Mathematics for structuring lessons and curriculum planning
- Creative Curriculum used as a supplement to inquiry based curriculum and assess using Teaching Strategies GOLD
- Provide English language instruction
- Social emotional learning supported by MTSS, Mindful Practice, Check In Check Out and Second Step
- Monthly grade level meetings
- Professional Learning Communities

Guide for Curriculum

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

Evidence, Measures, and Standards

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

Instructional Materials:

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

Score

1 2 3 4

- Offer a variety of materials
- Technology subscriptions including: Bookflix, Go Noodle,
- Use of assistive technology including PECS, Core boards, Switches, Go Talk App
- Supplementally use Creative Curriculum resources and assess using Teaching Strategies GOLD. Resources and teacher guides for planning instruction
- Flexible seating in classroom
- Studio provides a place where students can extend and explore materials including theory development through multiple medias of art (watercolor, clay, drawing tools, etc)
- STEM materials: ramps, balls, wind tube, magnet wall, water tables
- High quality literature (including bilingual literature)
- Math concepts taught using manipulatives and concrete materials
- Gross Motor materials offer support of physical development (balls, hurdles)

Guide for Instructional Materials

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

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

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

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

Score

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)

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- Whole group, small group and individual instruction is implemented based on student needs.
- Emergent inquiry based curriculum that supports agency, authority, and identity in the students.
- Student's work is displayed around the school.
- Curriculum/Grade level meetings where student work is shared to assess student learning.
- Teacher's engage in reflective practices and self-assessment
- Documentation (panels, books, videos, photographs) supports students reflecting on their own learning
- Authentic mathematics and literacy experiences based on children's interest.
- Teacher practice based on evidence based strategies and research about children's learning. (Erikson- Big Ideas in Early Math, story dramatization, book making, environmental print)

Guide for Rigorous Student Tasks

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

- Analyze models with students to build a vision of quality.
- Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
- Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|---|--|
| Suggested Evidence | <ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/-walkthroughs) ✓ Focus group(s) and discussions with students |
| Measures | <ul style="list-style-type: none"> ✓ SGRP Attainment and Growth |
| Five Essentials | Ambitious Instruction |
| MTSS Framework | Shared Leadership, Curriculum & Instruction |
| CPS Framework for Teaching | 1d. Designing Coherent Instruction |
| | 2b. Establishing a Culture for Learning |
| | 3c. Engaging Students in Learning |
| CPS Performance Standards for School Leaders | 81. Implements Curricular Scope and Sequence and Reviews Instructional Practices |
| NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING | |
| | <ul style="list-style-type: none"> ✓ 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 (EQ&IP) ✓ Slice Protocol – Looking at Student Work |

Transitions, College & Career Access & Persistence:

Score

1 2 3 4

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

- Providing kindergarten transition meetings for families to help prepare parents for their child's transition to Kindergarten.
- Invite local representatives from neighboring schools to come and speak to families.
- Parent teacher conferences provide an opportunity to talk to parents about kindergarten readiness.
- Go CPS- During parent workshop, an overview was provided for parents of the application process for magnet, magnet clusters, selective enrollment and information about neighborhood schools.
- Counselor helps parents complete Go CPS applications.
- During IEP meetings- kindergarten transition is discussed with families and staff to help determine placement in order to provide support for student needs.
- Career Day: Families were invited to share information about their careers.
- Opportunities for children to explore careers through dramatic play experiences and classroom studies of various job fields

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, CTE recruitment fairs, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals. Expose students to CTE Pathways around career options
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.
 - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.

- Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
- Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
- Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
- Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
- In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- Provide opportunities for Dual Credit/Dual Enrollment
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.
 - Equipping students and families with persistence strategies. (College Persistence Toolkit)
 - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

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

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

98% of REACH Evaluations earn Distinguished in 3E Flexibility and Responsiveness
Inquiry based, child centered instruction

Guide for Instruction

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

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

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

Score

1 2 3 4

TSG
IEP Goal Attainment
Observational data
Teacher-Made Assessments

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see *MTSS and Instruction*)**
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications.**
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments. (see Rigorous Student Tasks)**
- **Utilize assessments that measure the development of academic language for English learners.**

- Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs
- Improve and promote assessment literacy.
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit.
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
 - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
 - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|---|--|
| Suggested Evidence | <ul style="list-style-type: none"> ✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates) |
| Measures | <ul style="list-style-type: none"> ✓ SQRP Attainment and Growth |
| Five Essentials | Ambitious Instruction |
| MTSS Framework | Curriculum & Instruction |
| CPS Framework for Teaching | <ul style="list-style-type: none"> 1.e. Selecting Learning Objectives 1.g. Designing Student Assessment 2.f. Using Assessment in Instruction 4.a. Reflecting on Teaching & Learning 4.b. Maintaining Accurate Records |
| CPS Performance Standards for School Leaders | 81. Implements Curricular Scope and Sequence and Reviews Instructional Practices |
| Now What? Materials to Support Improvement Planning | |
| | <ul style="list-style-type: none"> ✓ CPS Balanced Assessment Framework & Assessment Models ✓ Assessment Design Toolkit ✓ Teacher Made Assessment Basics ✓ Grading principals and guidelines ✓ Great Schools Partnership –Grading + Reporting |

Multi-Tiered System of Supports:

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

Score

1 2 3 4

Team feels that structures and systems need to be strengthened in order to be more systematic in supports for students.

Guide for Multi-Tiered System of Supports

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
 - Empower student to advance their learning.
 - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
 - Classrooms are student-centered with student agency.
 - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
 - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support**

with varied instructional strategies and SEL support of varying degrees of intensity for all students.

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

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|--|--|
| Suggested Evidence | ✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use) |
| | ✓ Evidence of Personal Learning Plan (PLP) implementation |
| | ✓ Integrated data system that informs instructional choices |
| | ✓ Flexible learning environments |
| | ✓ Use of student learning plans |
| | ✓ Use of competency-based assessments |
| | ✓ Use of personalized learning rubric |
| Measures | ✓ Evidence of On Track monitoring and supports |
| | ✓ SQRP Attainment and Growth |
| | ✓ Attendance Rates |
| Five Essentials | ✓ Course success rates (e.g. grade distributions, pass/failure rates) |
| | <ul style="list-style-type: none"> 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 |
| CPS Performance Standards for School Leaders | 3e. Demonstrating Flexibility and Responsiveness |
| | 4b. Maintaining Accurate Records |
| | B3. MTSS Implemented Effectively in School |

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

Score

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.

1 2 3 4

High level of Distinguished ratings in 2B Culture of Learning
100% of REACH Observations Earn Distinguished/Proficient in 2A Culture of Respect and Rapport

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
 - Use strategies to reinforce and cultivate student curiosity.
 - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
 - Consistently communicate the expectation that all students can achieve at high levels.
 - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
 - Clearly display school-wide expectations for academic and personal success throughout the building.

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

Evidence, Measures, and Standards

| Evidence, Measures, and Standards | |
|---|---|
| Suggested Evidence | <ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks |
| Measures | <ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth |
| Five Essentials | <ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment |
| MTSS Framework Curriculum & Instruction | |
| CPS Performance Standards for School Leaders | C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort |
| Now What? Materials to Support Improvement Planning | |
| <ul style="list-style-type: none"> ✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (en.edu/sep) ✓ ASCA Mindsets & Behaviors | |

Relational Trust:

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

Score

1 2 3 4

High Level of Distinguished Ratings in 2A Culture of Respect and Rapport
 Parents welcome in all classrooms at any time.
 Workshops provided for parents in the studio arts.

Guide for Relational Trust

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

- Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|---|--|
| Suggested Evidence | <ul style="list-style-type: none"> ✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment |
| Measures | <ul style="list-style-type: none"> ✓ Five Essentials |
| Five Essentials | <ul style="list-style-type: none"> Collaborative Teachers Supportive Environment |
| MTSS Framework | Shared Leadership, Family & Community Engagement |
| CPS Framework for Teaching | <ul style="list-style-type: none"> 1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport |
| CPS Performance Standards for School Leaders | <ul style="list-style-type: none"> D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate |
| Now WHAT? Materials to Support Improvement Planning | |
| ✓ | Social Emotional Learning Supports (cps.edu/sel) |
| ✓ | Trust in Schools: A Core Resource for School Reform (ASCD) |
| ✓ | Creating a School Community (ASCD) |

Student Voice, Engagement, & Civic Life:

Score

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.

1 2 3 4

High Level of Distinguished Ratings in 3C - Engagement in Learning
As an Early Childhood Center we encourage our families to participate in extracurricular activities within the community as these opportunities are not currently offered at school.

Guide for Student Voice, Engagement, & Civic Life

Study politics

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

- Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

| Evidence, Measures, and Standards | |
|--|--|
| Suggested Evidence | <ul style="list-style-type: none"> • MVMS Student Survey completion rate and results • Artifacts from student 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 2c. Managing Student Behavior |
| 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/NET 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

Off-Duty Chicago Police Officers
Doors Locked at all Times
Safety Drills Completed Yearly
Variety of health/safety training provided for staff

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Score

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

1 2 3 4

Calm Classroom Techniques
 Peace Corner
 Yoga Breaks
 Problem Solving Instruction

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

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

Parent and Family Partnership:

Score

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

1 2 3 4

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.

- Parents are invited to participate in leadership opportunities in the Local School Counsel, the Bilingual Advisory Committee at Vick Village, and PTT at Vick.
- There has been 100% parent participation at IEP and Eligibility meetings at Vick Village and a high participation rate at Vick.
- Systematic Training for Effective Parenting (STEP) workshops are provided to parents at Vick Village yearly.
- Parents actively participate and donate during fundraisers, food drives, donation drives, material donations, Giving Tree, classroom snacks, and classroom wish lists.
- Parents are provided the opportunity to volunteer in the school including the Studio and in the classrooms.
- Parents are provided with opportunities to learn and interact with materials in the Studio.
- Community members are invited to bring their small children (0-3 years old) to participate once a week in Toddler Time at Vick Village.
- Partnership with Marquette Park allows students to meet and interact with Marquette Park personnel during structured weekly activities.
- Parents are provided an opportunity throughout the school year to be chaperones during class field trips.
- Parents are invited to classrooms with their children to complete a planned project/activity during Parent/Child Activity Day three times a year.

Guide for Parent and Family Partnership

- o **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- o **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).**
- o **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.
- o **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.
- o **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.
- o **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.
- o **Provide proactive communication (e.g. parent handbook and resources).**
- o **Partner equitably with parents speaking languages other than English.**
 - Information is provided to parents in their native language.
 - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

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

Goals

Required metrics (Elementary)

18 of 18 complete

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

National School Growth Percentile - Reading

| | | | | | |
|-----------------------------------|---------|---------|------|------|------|
| Early Childhood only center - N/A | (Blank) | (Blank) | 0.00 | 0.00 | 0.00 |
|-----------------------------------|---------|---------|------|------|------|

National School Growth Percentile - Math

| | | | | | |
|-----------------------------------|---------|---------|------|------|------|
| Early Childhood only center - N/A | (Blank) | (Blank) | 0.00 | 0.00 | 0.00 |
|-----------------------------------|---------|---------|------|------|------|

% of Students Meeting/Exceeding National Ave Growth Norms

| | | | | | |
|-----------------------------------|---------|---------|------|------|------|
| Early Childhood only center - N/A | (Blank) | (Blank) | 0.00 | 0.00 | 0.00 |
|-----------------------------------|---------|---------|------|------|------|

African-American Growth Percentile - Reading

| | | | | | |
|-----------------------------------|---------|---------|------|------|------|
| Early Childhood only center - N/A | (Blank) | (Blank) | 0.00 | 0.00 | 0.00 |
|-----------------------------------|---------|---------|------|------|------|

Hispanic Growth Percentile - Reading

| | | | | | |
|-----------------------------------|---------|---------|------|------|------|
| Early Childhood only center - N/A | (Blank) | (Blank) | 0.00 | 0.00 | 0.00 |
|-----------------------------------|---------|---------|------|------|------|

English Learner Growth Percentile - Reading

| | | | | | |
|-----------------------------------|---------|---------|------|------|------|
| Early Childhood only center - N/A | (Blank) | (Blank) | 0.00 | 0.00 | 0.00 |
|-----------------------------------|---------|---------|------|------|------|

Diverse Learner Growth Percentile - Reading

| | | | | | |
|-----------------------------------|---------|---------|------|------|------|
| Early Childhood only center - N/A | (Blank) | (Blank) | 0.00 | 0.00 | 0.00 |
|-----------------------------------|---------|---------|------|------|------|

African-American Growth Percentile - Math

| | | | | | |
|-----------------------------------|---------|---------|------|------|------|
| Early Childhood only center - N/A | (Blank) | (Blank) | 0.00 | 0.00 | 0.00 |
|-----------------------------------|---------|---------|------|------|------|

Hispanic Growth Percentile - Math

| | | | | | |
|-----------------------------------|---------|---------|------|------|------|
| Early Childhood only center - N/A | (Blank) | (Blank) | 0.00 | 0.00 | 0.00 |
|-----------------------------------|---------|---------|------|------|------|

English Learner Growth Percentile - Math

| | | | | | |
|-----------------------------------|---------|---------|------|------|------|
| Early Childhood only center - N/A | (Blank) | (Blank) | 0.00 | 0.00 | 0.00 |
|-----------------------------------|---------|---------|------|------|------|

Diverse Learner Growth Percentile - Math

| | | | | | |
|-----------------------------------|---------|---------|------|------|------|
| Early Childhood only center - N/A | (Blank) | (Blank) | 0.00 | 0.00 | 0.00 |
|-----------------------------------|---------|---------|------|------|------|

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

| | | | | | |
|-----------------------------------|---------|---------|------|------|------|
| Early Childhood only center - N/A | (Blank) | (Blank) | 0.00 | 0.00 | 0.00 |
|-----------------------------------|---------|---------|------|------|------|

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

| | | | | | |
|-----------------------------------|---------|---------|------|------|------|
| Early Childhood only center - N/A | (Blank) | (Blank) | 0.00 | 0.00 | 0.00 |
|-----------------------------------|---------|---------|------|------|------|

National School Attainment Percentile - Reading (Grade 2)

| | | | | | |
|-----------------------------------|---------|---------|------|------|------|
| Early Childhood only center - N/A | (Blank) | (Blank) | 0.00 | 0.00 | 0.00 |
|-----------------------------------|---------|---------|------|------|------|

National School Attainment Percentile - Math (Grade 2)

| | | | | | |
|-----------------------------------|---------|---------|------|------|------|
| Early Childhood only center - N/A | (Blank) | (Blank) | 0.00 | 0.00 | 0.00 |
|-----------------------------------|---------|---------|------|------|------|

% of Students Making Sufficient Annual Progress on ACCESS

| | | | | | |
|-----------------------------------|---------|---------|------|------|------|
| Early Childhood only center - N/A | (Blank) | (Blank) | 0.00 | 0.00 | 0.00 |
|-----------------------------------|---------|---------|------|------|------|

Average Daily Attendance Rate

| | | | | | |
|--|---------|---------|-------|-------|-------|
| Improving daily attendance is a constant goal of the Vlck Center | (Blank) | (Blank) | 94.00 | 95.00 | 95.00 |
|--|---------|---------|-------|-------|-------|

My Voice, My School 5 Essentials Survey

| | | | | | |
|---|---------|---------|---------|---------|---------|
| In the 2017 5 Essentials Survey the school was well organized for success | (Blank) | (Blank) | (Blank) | (Blank) | (Blank) |
|---|---------|---------|---------|---------|---------|

Custom metrics

0 of 0 complete

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

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

If we focus on the continuity of intentional literacy practices across all classrooms

teachers and students will be engaged in high quality, focused literacy practices centered around structures and systems of language

increased rate of growth in literacy development across both three and four year old students; specifically in the areas of Language, Phonics and Writing.

Tags:
Literacy/Reading

Area(s) of focus:
2, 1, 3, 4

Action step

Responsible

Timeframe

Status

All classrooms will have two story reads each day including informational text, poetry, fiction and non-fiction stories. Literature will be provided that will support EL, DL and RTL students. ILT and Administration will monitor the implementation of two story reads per day, and compare this with end of year growth data in TSG.

ILT
Classroom Staff
Administration

Sep 4, 2018 to
Jun 16, 2020

On-Track

Literacy/Reading

Small group instruction will take place in all classrooms throughout the day for DL, EL and RTL students, including but not limited to: Word Work, Question and Discussion Strategies, Remediation/Review, Targeted Teaching Time, Story Reads, Writing, Extension activities, Differentiated Instruction, as well as interest based activities.

ILT and Administration will monitor the implementation of two story reads per day, and compare this with end of year growth data in TSG.

ILT
Classroom Staff
Administration

Sep 4, 2018 to
Jun 16, 2020

On-Track

Differentiated instruction, Small group instruction, Reading, Literacy reading

Ten minutes of daily Independent Reading time will be established and supported by classroom libraries, increased literacy resources, and lending libraries. Parents will be collaborative partners in this process by volunteering as readers each morning.

ILT
Classroom Staff
Administration

Sep 4, 2018 to
Jun 16, 2020

On-Track

Libraries, Parent involvement, Reading strategies, Literacy curriculum resources

Increase intentional writing within and across all classrooms through the implementation of writing strategies. Staff will participate in professional development focused on building knowledge of print, print awareness, letter knowledge, comprehension skills, and emergent writing skills in order to increase writing at the early childhood level.

ILT
Classroom Staff
Administration

Sep 4, 2018 to
Jun 16, 2020

On-Track

Professional development, Develop a writing program, Writing across curriculum

| | | | |
|---|--|--------------------------------|-------------|
| Provide books and materials in Spanish for English Learners in their home language. | ILT Classroom Staff Administration | Sep 4, 2018 to Jun 16, 2020 | Not started |
|---|--|--------------------------------|-------------|

Libraries, EI libraries

| | | | |
|--|---|--------------------------------|----------|
| School funded Parent Coordinator and ILT will provide workshops for parents in the areas of literacy, math and SEL supports. | Parent Coordinator ILT Administration | Sep 4, 2018 to Jun 16, 2020 | On-Track |
|--|---|--------------------------------|----------|

ILT, Parent development

Strategy 2

If we do...

If we focus on strategic supports for Social Emotional development of all students

...then we see...

teachers engaged in high quality, intentional practices centered around creating environments, schedules and interventions that support social emotional development in all students

...which leads to...

an increase in children's ability to display problem solving and friendship behaviors as evidenced by TSG data as well as a decrease in referrals based on behavioral concerns as evidenced through the MTSS process.

Tags:

SEL, Sel mtss, Self-regulation

Area(s) of focus:

1, 2, 3, 4

| Action step | Responsible | Timeframe | Status |
|---|----------------|--------------------------------|----------|
| Staff will engage in professional development through the Mindful Practices group in order to develop self-care and SEL strategies that will be used in classrooms and with families. | Administrative | Aug 7, 2018 to Jun 16, 2020 | On-Track |

Professional Learning, Social emotional, Professional development, Adult social and emotional learning, Family engagement

| | | | |
|---|-----------------------|--------------------------------|-------------|
| Investigate incorporating yoga instruction within all classrooms. | Administrative ILT | Sep 4, 2018 to Jun 16, 2020 | Not started |
|---|-----------------------|--------------------------------|-------------|

Student Health & Wellness, Yoga

| | | | |
|---|--|--------------------------------|-------------|
| Implementation of Second Step SEL curriculum to address Social and Emotional needs of EL, DL, and RTL students. | Counselor Administration Classroom Staff | Sep 4, 2018 to Jun 16, 2020 | Not started |
|---|--|--------------------------------|-------------|

MTSS, Second step, Social emotional learning

| | | | |
|---|--|--------------------------------|----------|
| ILT will focus on Increasing attendance across all classrooms through daily monitoring of student attendance at two scheduled times throughout the day, evaluating attendance records, identifying trends, and implementation of a communication system to those students trending lower than 90% attendance. | ILT Administration Classroom Staff | Sep 4, 2018 to Jun 16, 2020 | On-Track |
|---|--|--------------------------------|----------|

ILT, Attendance plan

| | | | |
|---|-----------------------------------|--------------------------------|----------|
| Participate in Network Provided Calm Classroom training across all 12 classrooms. | Classroom Staff Administration | Sep 4, 2018 to Jun 20, 2020 | On-Track |
|---|-----------------------------------|--------------------------------|----------|

Professional development, Calm classroom

Strategy 4

If we do...

strengthen the practices and structures of the ILT

...then we see...

leadership opportunities coming from within staff

...which leads to...

shared leadership, voice and agency throughout the staff.

Tags:

ILT, Leadership and collective responsibility

Area(s) of focus:

1, 2

Action step

An ILT application process will be created and implemented in order to ensure that ILT members are aware of the commitment, responsibility and roles that the ILT will have.

Responsible

Administration
ILT

Timeframe

Sep 4, 2018 to
Oct 4, 2018

Status

Not started

ILT, Application, Teacher voice, Ilt recruitment

ILT will hold to a bi-monthly meeting schedule with ILT member designed Agendas with assigned roles and responsibilities.

Administration
ILT

Sep 4, 2018 to
Jun 16, 2020

Not started

Teacher collaboration, Teacher voice, Meeting agendas, Ilt meeting

School funded Parent Coordinator and ILT will provide workshops for parents in the areas of literacy, math and SEL supports.

Parent Coordinator
ILT
Administration

select

Not started

ILT, Parent engagement

ILT and Administration will monitor the implementation of two story reads per day, and compare this with end of year growth data in TSG.

ILT
Classroom Staff
Administration

Sep 4, 2018 to
Jun 16, 2020

Not started

Literacy/Reading, ILT

ILT will focus on Increasing attendance across all classrooms through daily monitoring of student attendance at two scheduled times throughout the day, evaluating attendance records, identifying trends, and implementation of a communication system to those students trending lower than 90% attendance.

ILT
Administration
Classroom Staff

Sep 4, 2018 to
Jun 16, 2020

Not started

Attendance, ILT

Parent Coordinator, ILT and classroom staff will provide training and workshop opportunities for parents across a wide range of topics.

Parent Coordinator
Administration
ILT
Classroom staff

Sep 4, 2018 to
Jun 16, 2020

Not started

Literacy/Reading, ILT, Social and emotional climate, Parent education

Action Plan

Strategy 1

ON-TRACK

All classrooms will have two story reads each day including informational text, poetry, fiction and non-fiction stories. Literature will be provided that will support EL, DL and RTL students. ILT and Administration will monitor the implementation of two story reads per day, and compare this with end of year growth data in TSG."

Sep 04, 2018 to Jun 16, 2020 - ILT Classroom Staff Administration

Status history



ON-TRACK Oct 22, 2018
Evidence
Lesson Plans include 2 story reads. New BIL books have been purchased for classrooms.

NOT STARTED May 09, 2018
Evidence
Classroom Schedules Informal & Formal Observations TSG Data Children's Work Samples

ON-TRACK
Small group instruction will take place in all classrooms throughout the day for DL, EL and RTL students, including but not limited to: Word Work, Question and Discussion Strategies, Remediation/Review, Targeted Teaching Time, Story Reads, Writing, Extension activities, Differentiated Instruction, as well as interest based activities. ILT and Administration will monitor the implementation of two story reads per day, and compare this with end of year growth data in TSG."

Sep 04, 2018 to Jun 16, 2020 - ILT Classroom Staff Administration

Status history



ON-TRACK Nov 06, 2018
Evidence
REACH Observations
Lesson Plans

NOT STARTED May 09, 2018
Evidence
Classroom Schedules Informal & Formal Observations TSG Data Children's Work Samples

ON-TRACK
Ten minutes of daily Independent Reading time will be established and supported by classroom libraries, increased literacy resources, and lending libraries. Parents will be collaborative partners in this process by volunteering as readers each morning."

Sep 04, 2018 to Jun 16, 2020 - ILT Classroom Staff Administration

Status history



ON-TRACK Oct 01, 2018
Evidence

NOT STARTED May 09, 2018
Evidence
Classroom Schedules Informal & Formal Observations TSG Data Children's Work Samples Lesson Plans

ON-TRACK
Increase intentional writing within and across all classrooms through the implementation of writing strategies. Staff will participate in professional development focused on building knowledge of print, print awareness, letter knowledge, comprehension skills, and emergent writing skills in order to increase writing at the early childhood level."

Sep 04, 2018 to Jun 16, 2020 - ILT Classroom Staff Administration

Status history



ON-TRACK Oct 01, 2018
Evidence

NOT STARTED

May 09, 2018

Evidence

Classroom Schedules Informal & Formal Observations TSG Data Children's Work Samples Lesson Plans

NOT STARTED

Provide books and materials in Spanish for English Learners in their home language."

Sep 04, 2018 to Jun 16, 2020 - ILT Classroom Staff Administration

Status history



NOT STARTED

May 09, 2018

Evidence

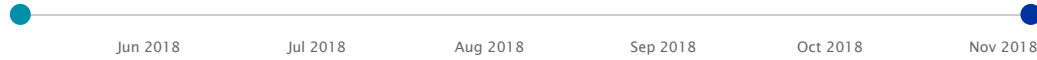
Classroom Schedules Informal & Formal Observations TSG Data Children's Work Samples Lesson Plans

ON-TRACK

School funded Parent Coordinator and ILT will provide workshops for parents in the areas of literacy, math and SEL supports."

Sep 04, 2018 to Jun 16, 2020 - Parent Coordinator ILT Administration

Status history



ON-TRACK

Nov 06, 2018

Evidence

NOT STARTED

May 09, 2018

Evidence

Parent Calendar Schedules Sign-in Sheets

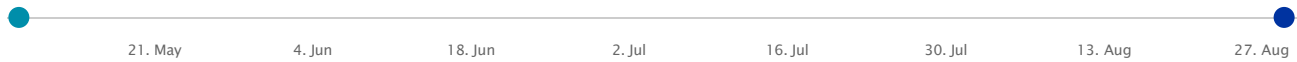
Strategy 2

ON-TRACK

Staff will engage in professional development through the Mindful Practices group in order to develop self-care and SEL strategies that will be used in classrooms and with families."

Aug 07, 2018 to Jun 16, 2020 - Administrative

Status history



ON-TRACK

Aug 29, 2018

Evidence

Calm Classroom training occurs monthly.

NOT STARTED

May 09, 2018

Evidence

Classroom Schedules Informal & Formal Observations TSG Data Children's Work Samples Lesson Plans

NOT STARTED

Investigate incorporating yoga instruction within all classrooms."

Sep 04, 2018 to Jun 16, 2020 - Administrative ILT

Status history



NOT STARTED

May 09, 2018

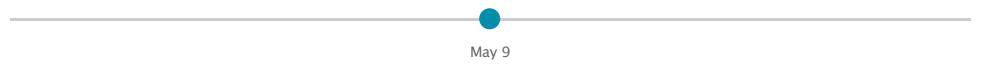
Evidence

Classroom Schedule Student work samples TSG Data Lesson Plans

NOT STARTED Implementation of Second Step SEL curriculum to address Social and Emotional needs of EL, DL, and RTL students."

Sep 04, 2018 to Jun 16, 2020 - Counselor Administration Classroom Staff

Status history



NOT STARTED May 09, 2018
Evidence
 Classroom Schedule Student work samples TSG Data Lesson Plans

ON-TRACK
 ILT will focus on Increasing attendance across all classrooms through daily monitoring of student attendance at two scheduled times throughout the day, evaluating attendance records, identifying trends, and implementation of a communication system to those students trending lower than 90% attendance."

Sep 04, 2018 to Jun 16, 2020 - ILT Administration Classroom Staff

Status history



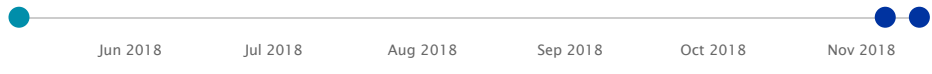
ON-TRACK Nov 06, 2018
Evidence

NOT STARTED May 09, 2018
Evidence
 Classroom structures Attendance rates

ON-TRACK Participate in Network Provided Calm Classroom training across all 12 classrooms."

Sep 04, 2018 to Jun 20, 2020 - Classroom Staff Administration

Status history



ON-TRACK Nov 13, 2018
Evidence
 Update to an expectation of Calm Classroom instruction rather than yoga practices.

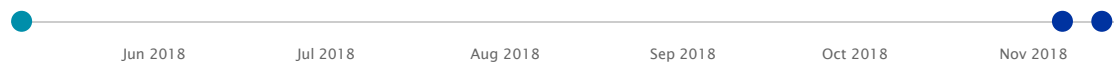
ON-TRACK Nov 06, 2018
Evidence
 Currently working on having every classroom participate - at about 80% implementation now.

NOT STARTED May 09, 2018
Evidence
 Participation in Training Classroom Observations Structures & Strategies

ON-TRACK Parent Coordinator, ILT and classroom staff will provide training and workshop opportunities for parents across a wide range of topics."

Sep 04, 2018 to Jun 20, 2020 - Parent Coordinator Administration ILT Classroom staff

Status history



ON-TRACK Nov 13, 2018
Evidence
 Parents will receive information and access to Calm Classroom Strategies.

ON-TRACK Nov 06, 2018
Evidence
 Three workshops have been held across both campuses with more scheduled.

NOT STARTED May 09, 2018
Evidence

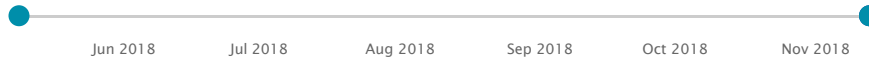
Participation in Training Sign In Sheets

Strategy 3

ON-TRACK Parent Coordinator in conjunction with classroom staff will design and present Parent Literacy Workshops"

Sep 04, 2018 to Jun 16, 2020 - Administration Staff

Status history



ON-TRACK Nov 13, 2018
Evidence
Family & Community Partnership Meeting
CPR Training
Family Reading Night

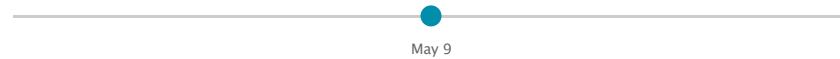
NOT STARTED Nov 13, 2018
Evidence

NOT STARTED May 09, 2018
Evidence
Calendar of events Sign-In Sheets

NOT STARTED Parent Coordinator in conjunction with classroom staff will design and present Parent SEL Workshops"

Sep 04, 2018 to Jun 16, 2020 - Administration Staff

Status history



NOT STARTED May 09, 2018
Evidence
Calendar of events Sign-In Sheets

NOT STARTED Studio Teacher and Parent Coordinator in conjunction with classroom staff will design and present Parent Materials Workshops"

Sep 04, 2018 to Jun 16, 2020 - Administration Staff

Status history



NOT STARTED May 09, 2018
Evidence
Calendar of events Sign-In Sheets

ON-TRACK Parent Coordinator in conjunction with classroom staff will design and Increase opportunities for parent volunteers throughout the school and all classrooms."

Sep 04, 2018 to Jun 16, 2020 - Administration Staff

Status history



ON-TRACK Nov 13, 2018
Evidence

Family & Community Partnership Meeting

CPR Training

Family Reading Night

Toileting Workshop

NOT STARTED

May 09, 2018

Evidence

Calendar of events Sign-In Sheets

NOT STARTED

Staff will revisit attendance procedures school wide in order to focus on increasing daily attendance."

Sep 04, 2018 to Jun 16, 2020 - Administration Staff

Status history

May 9

NOT STARTED

May 09, 2018

Evidence

Attendance data

NOT STARTED

Parent Coordinator in conjunction with ILT will design and develop a needs assessment to determine parent interest and availability, which will lead to creating opportunities for parent learning."

Sep 04, 2018 to Jun 16, 2020 - Administration

Status history

May 9

NOT STARTED

May 09, 2018

Evidence

Survey

NOT STARTED

Parent Coordinator in conjunction with ILT will design and increase community partnerships in order to better support our students and families."

Sep 04, 2018 to Jun 16, 2020 - Administration Staff

Status history

May 9

NOT STARTED

May 09, 2018

Evidence

Community Outreach Newspapers

Strategy 4

NOT STARTED

School funded Parent Coordinator and ILT will provide workshops for parents in the areas of literacy, math and SEL supports."

- Parent Coordinator ILT Administration

Status history

May 9

NOT STARTED

May 09, 2018

Evidence

Parent Calendar Schedules Sign-in Sheets

NOT STARTED

ILT and Administration will monitor the implementation of two story reads per day, and compare this with end of year growth data in TSG."

Sep 04, 2018 to Jun 16, 2020 - ILT Classroom Staff Administration

Status history



NOT STARTED

May 09, 2018

Evidence

Classroom Schedules Informal & Formal Observations TSG Data Children's Work Samples

NOT STARTED

ILT will focus on Increasing attendance across all classrooms through daily monitoring of student attendance at two scheduled times throughout the day, evaluating attendance records, identifying trends, and implementation of a communication system to those students trending lower than 90% attendance."

Sep 04, 2018 to Jun 16, 2020 - ILT Administration Classroom Staff

Status history



NOT STARTED

May 09, 2018

Evidence

Classroom structures Attendance rates

NOT STARTED

Parent Coordinator, ILT and classroom staff will provide training and workshop opportunities for parents across a wide range of topics."

Sep 04, 2018 to Jun 16, 2020 - Parent Coordinator Administration ILT Classroom staff

Status history



NOT STARTED

May 09, 2018

Evidence

Participation in Training Sign In Sheets

NOT STARTED

An ILT application process will be created and implemented in order to ensure that ILT members are aware of the commitment, responsibility and roles that the ILT will have."

Sep 04, 2018 to Oct 04, 2018 - Administration ILT

Status history



NOT STARTED

May 09, 2018

Evidence

ILT Application Application Responses

NOT STARTED

ILT will hold to a bi-monthly meeting schedule with ILT member designed Agendas with assigned roles and responsibilities."

Sep 04, 2018 to Jun 16, 2020 - Administration ILT

Status history



NOT STARTED

May 09, 2018

Evidence

ILT schedule ILT Agendas ILT Notes

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

ESSA Program

ESSA Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy

Complete

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

In order to involve our parents in the policies that help to govern our school we will elicit involvement through the LSC, BAC and PTT. In addition, we will implement a system to survey our parents about their interests, needs and willingness to participate in our school life. The information gathered will then be used to inform our parent workshops, learning opportunities and other identified supports. Parents feedback is one of the data points that inform our work developing the CIWP as well as feedback from the My school, My voice survey.

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

Barbara Vick does not receive Title 1 funds.

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.

As it is aligned with our CIWP plan, we will be offering more opportunities for parents to become involved through parent workshops, BAC meetings, Coffee with the Principal, and a suggestion's box in the buildings.

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.

Following district policy, parents will receive reports of their children's progress through TSG (Teaching Strategies Gold) and IEP report cards four times each school year.

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

The only time a class may be taught by a teacher who is "not highly qualified" would be if a teacher is out on leave and a highly qualified substitute can not be found. If this happens the families in the classroom are notified by letter and email.

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.

Barbara Vick does not receive Title 1 funds.

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.

Having the opportunity to bring back a Parent Coordinator is a very exciting opportunity for our school, staff and families. Together with the ILT and Administration the Parent Coordinator will create opportunities for parent workshops, trainings and volunteer opportunities. We plan to organize and host monthly parent learning opportunities across both sites.

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.

Classroom staff will support the Parent Coordinator in developing learning opportunities for parents to be more fully included in their child's school experiences. Classroom staff, ILT and Parent Coordinator will design a parent survey to identify the strengths and talents of our parents and how these can be best utilized within the school community.

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.

Classroom staff will support the Parent Coordinator in developing learning opportunities for parents to be more fully included in their child's school experiences. Classroom staff, ILT and Parent Coordinator will design a parent survey to identify the strengths and talents of our parents and how these can be best utilized within the school community.

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.

The Administration sends bi-weekly email updates to all families across both school sites, in both English and native language. The school website is updated with these bi-weekly emails as a second way to access information. There is a translate function built into the website so that all families are able to access information in the language in which they are most comfortable.

Policy Implementation Activities

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

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

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

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

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

n/a

School-Parent Compact

Complete

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

The belief at the Barbara Vick Early Childhood and Family Centers is that social and emotional development serves as the foundation of all other learning. We provide a play-based, child-centered curriculum aligned with the Illinois Early Learning and Common Core Standards. Our curriculum maximizes the learning potential of all children, especially Diverse and English Language Learners. The staff creates learning environments that are intentionally designed to deepen children's thinking through the development of relationships with one another, provoking materials and the natural world outside. Documentation is critical to the learning process as it helps to make the children's learning visible. Providing access to innovative technology opens the world to children and staff alike, deepening and extending learning experiences. We offer families information, support and resources while encouraging them to be active participants in their child's education.

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

Parent conferences are held twice yearly in November and April. In addition to the twice yearly conferences, parents of diverse learners meet minimally once a school year for their annual review and development of the IEP. Parents and teachers are encouraged to schedule additional conferences when necessary.

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

IEP progress reports will be completed and sent home quarterly. Teaching Strategies Gold Assessment parent conference forms are sent home twice a year in January and June. Monthly newsletters are sent home by classroom teams. Parents and teachers communicate through email and phone calls as needed. As part of our mission, we communicate with parents about current and recent learning through documentation panels throughout our school.

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

Due to the nature of our program, parents and teachers have daily opportunities to connect in person during arrival and dismissal as well as by email and phone. Parents of students who ride the bus are able to communicate with staff through email, phone calls or home/school notebooks. We also have opportunities through parent/ child events, conferences, field trips and volunteer opportunities.

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.

Classroom teams will provide opportunities for parent volunteers at least twice a month as well as emerging volunteer opportunities. Opportunities include, but are not limited to: reading a story, chaperoning a field trip, guest chef, assisting with daily classroom activities, preparing materials and sharing their expertise and cultural traditions. Parent-Child activity days are planned four times a year.

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

Parents are provided printed and verbal information regarding their child's attendance on an ongoing basis, daily attendance is strongly encouraged. Monthly newsletters are sent home from the classroom for families to stay informed on classroom curriculum and events. Newsletters include resources for extending learning at home such as math and literacy activities and other suggestions. Quarterly school-wide newsletters are sent home. Parents are invited to spend time in the classroom and studio workshops are held to teach parents about the materials their children are using in school. Classrooms will develop a lending library system where children can take books out on a weekly basis.

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

Parents are invited to attend parent orientation prior to the school year beginning to discuss the school philosophy, curriculum, assessment and other important information. There are four parent members of the LSC who are invited to participate in the development of the CIWP. Parents are invited to complete the IEP pre-conference questionnaire, participate in the development of the IEP and attend their child's IEP meeting. Parents will be surveyed regarding the educational program at the school. Parents have input during parent-teacher conferences regarding the next steps in their child's development. The BAC meets quarterly to discuss the needs of bilingual students. In line with our school philosophy, we value the parent as the first teacher and regard their input at any time as a valued part of how we educate their child.

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).

As an early learning center serving 3, 4 and 5 year olds, there is a limit to their capacity for them to share in the responsibility for their academic achievement. However, because of our belief in following an emergent curriculum, their interests guide our practice which greatly engages the children in their learning. The students and staff work together to develop agreements that will ensure that each student feels valued and included as a part of the classroom community. The staff will support students to be responsible for themselves and take care of others and the environment.

Parent Budget

Complete

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

The School does not receive Title 1 Parent money.

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

| Account(s) | Description | Allocation |
|-----------------|--|------------|
| 51130, 52130 | Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies. | \$ 0 .00 |
| 53405 | Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500. | \$ 0 .00 |
| 53205 | Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops. | \$ 0 .00 |
| 54125 | Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED) | \$ 0 .00 |
| 54505 | Admission and Registration Fees, Subscriptions and memberships For Parents use only. | \$ 0 .00 |
| <p>54205</p> | Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed. | \$ 0 .00 |
| <p>54565</p> | Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts. | \$ 0 .00 |
| <p>53510</p> | Postage Must be used for parent and family engagement programs only. | \$ 0 .00 |

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

| | | |
|----|---|-----|
| \$ | 0 | .00 |
|----|---|-----|

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

| | | |
|----|---|-----|
| \$ | 0 | .00 |
|----|---|-----|