Medgar Evers Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
01/30/2018	ILT mEMBERS	SCHOOL EXCELLENCE FRAMEWORK
03/09/2018	iILT MEMBERS	CIWP
03/23/2018	CAROLINE ELLIS, TERRI THOMAS, RENEE GORSKI-CAINE, ROBERT LINDGREN	GOAL SETTING

School Excellence Framework

Culture of & Structure for Continuous Improvement   4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1   2   3   **4**

> Evers received a Well Organized School rating on the SY 17/18 on My Voice, My School Survey. The school's vision on the school letterhead, school posters hanging in the hallway, mural painting projecting role models, college/career and student success, meeting agenda's and letters home to parents. Principal articulates school's vision at parent meetings, school events and State of the School Address. All stakeholders played a major role in developing and implementing the school's vision.Administration attends all professional development team meetings on a weekly basis with the teachers. Principal meets with faculty, grade band teachers and individual teachers to articulate the school's vision, high expectations and quality of school achievement.

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

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

Instructional Leadership Team:

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

Score

1   2   3   **4**

The teachers demonstrate a commitment to the school's vision and to the learning environment by creating a positive and respectful learning environment by creating a positive and respectful learning environment through collaboration with one another, professional development for science participation in the Local School Council, the Instructional Leadership Team and through participation in Professional Development. Teachers consistently assess and analyze the assessments and data to drive instruction to re-teach and to make adjustments to their instructional practices. Teachers participate in year long, out of the district for science. Grade band teachers and specialty teachers have attended the ES Summits for the district, RADD professional development for middle school teachers and principal and teachers attended math professional development for the network, district and state.The Instructional Leadership Team identified four root causes that are keeping the school from maintaining a 1+ Level. The ILT meets bi-weekly with an agenda and protocol for conducting each meeting. the meetings are lead by teachers whereas data is analyzed and teaching reflection is a focus for every meeting. Strategies for school improvement and student achievement is discussed by the members of the ILT and presented to other staff members. Administration meets with teachers every fifth week to ensure that students are on-track and have opportunities to re-teach and re-take assessments. Administration monitors RIT instruction, lesson plans, gradebook and daily instruction.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

✓ Instructional Leadership Team Planning Tools
✓ PLC and Mentoring Coaching Resources

Professional Learning:

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

Score

1　2　**3**　4

Data is for used to determine areas of needed Professional Development for the staff members and the school. Teachers have discussed achievement gaps next steps and action plans to close the gap. Teachers from all grade bands have attended professional development through out the summer or during the school year. Some staff members need to pursue additional professional development to perfect best practices. Teachers have attended the Reading Street and Envision Math professional development but want additional training to enhance the full implementation of the curriculum. Teachers do try new techniques within the classroom but tend to fall back into teaching strategies they feel more comfortable instructing or adapting to student abilities. We will schedule teachers to present Reach Domains in the areas of Creating a Learning Environment and Instruction.

Guide for Professional Learning

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

✓ Teaching the Teachers
✓ Making Better Use of Research
✓ Upcoming Professional Learning Opportunities
✓ Framework for Teaching PD Modules

Aligned Resources:

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

Score

1   2   3   **4**

Evers follows the mandated CPS instructional block guidelines for student engagement and learning. The school follows the allocated time for maximizing instructional time. There is a master schedule that includes intervention time for all students and a rotation schedule that includes the arts. This past school year we purchased the Envision Math series for grades K-5, Common Core workbooks to supplement Tier II students in academic after-school classes and connect/utilize best practices. Teachers are utilizing the new social science standards from the Knowledge Center. The school is in the process of purchasing new science materials to update the science curriculum. We will look at the diverse student population to allocate equally to teachers when creating the master schedule and service instruction for students.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

	EVIDENCE, MEASURES, AND STANDARDS
Suggested Evidence	✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district) ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagment
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING
✓ Aligning Resources with Priorities: Focusing on What Matters Most ✓ Instructional Supports ✓ Strategic Source Vendor List ✓ CPS Instructional Time Guidelines: Elementary School Overview ✓ CPS Instructional Time Guidelines: High School Overview ✓ CPS Instructional Block Guidance: K-2 Literacy ✓ CPS Instructional Block Toolkits: Math

Expectations for depth & breadth of Student Learning

Curriculum:

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.

> Teachers are following the Scope/Sequence for grade appropriate subject matter. Text books and materials are allocated at the beginning of the school year. Teachers are utilizing the common core state standards/content. The practice of the school is that daily objectives and essential questions are presented to students on a daily basis. General education and diverse students utilize the same materials. Teachers use the Learning Continuum to address students' ability skills and to focus on differentiated instruction. Social emotional learning is a priority in all classrooms and are included in by incorporating into weekly lesson plans and activities to enhance standards based learning by students.

Guide for Curriculum

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

Evidence, Measures, and Standards

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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

- ✓ CPS Content Frameworks: Math, Science, Social Science, and Literacy
- ✓ CPS Literacy Scope and Sequence
- ✓ CPS Math Scope and Sequence Guidance
- ✓ Digital Citizenship Curriculum
- ✓ K-12 Financial Literacy Guide
- ✓ Personal Finance 3.0 Course
- ✓ Physical Education Scope & Sequence
- ✓ Health Education Scope & Sequence
- ✓ Interdisciplinary African & African American Studies Curriculum
- ✓ Interdisciplinary Latino and Latin American Studies Curriculum

Instructional Materials:

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

Score

1   2   **3**   4

> Instructional materials are evident and utilized in every classroom within the school. Teachers utilize supplemental materials from many and varied sources to enhance learning and to reach the needs of both diverse, exceeding students and RIT instruction. Technology is utilized in all classrooms with 7 carts of chrome books, computer lab and smart boards. Teachers integrate Kahn Academy, Compass learning, You Tube and the Envision on-line Math component to reach students in varied and of various learning styles.

Guide for Instructional Materials

Instructional materials (including technology) are…..

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

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

Score

1 **2** 3 4

> Based on review and analysis of student work and SQRP Attainment and Growth rigorous instruction is still not evident in all grade levels. Look Fors and classroom observations focusing on questions and discussion show lack of consisted student grouping. Teachers do not utilize the Knowledge Center for updated standards and resources. The school has purchased new materials for Reading and Math. We will continue to address rigorous instruction to get our students at or above grade level. The school has purchased materials that are aligned to standards and scope/sequence. The school has weekly Depth of Knowledge questions that are utilized in daily instruction. We are still emerging towards an effective progress monitoring tool to ensure that students are receiving instruction based on grade level and ability level. Our goal is to focus on providing challenging instruction for exceeding students, apply more mathematical reasoning and critiques, student to student discourse and writing across all grade levels.

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

Transitions, College & Career Access & Persistence:

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

Score

1   2   3   **4**

> The school's vision statement was designed to include both the academics and social growth of the students. Students has daily community meetings that consist of stating the Learning's Creed as part of their morning routine in grades 5-8. Evers celebrates college day every month. Students wear college attire once a month to promote the school's vision. We have scheduled college/career fair, high school fair and Junior Achievement events for the school. Counselor and diverse teachers conduct student and parent interviews to ensure transition plans are complete, reflect student and parent request that will support post graduation requests. Middle School teachers daily practice and instructional requirements are aligned with expectations students will be faced with in the high school setting.

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

Expectations for depth & breadth of Quality Teaching

Instruction:

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

Score

1   2   **3**   4

> Medgar Evers has a committed and involved Instructional leadership team . Faculty buy-in is a practice that the large number of teacher teach small and flexible grouping based on students' RIT score and ability levels. Depth of Knowledge type questions are incorporated through out the course of the day and switching DOK on a bi-weekly basis. SQRP data/root causes guide instructional practices that are integrated in daily operations of the classroom. Through teacher practice, self reflection, social emotional learning competencies and knowledge of our students teachers are promoting the emergence of self directed learning by incorporating Agency, Authority and Identity in their daily instruction. The have given students more ownership of student to student discourse, discussion, projects and student developed questions. Teachers analyze student data to drive instruction and assessments. With consistency and across all grade levels, students will take responsibility for ensuring that all student voices are heard in the discourse and that students are listening and responding to questions from their teachers and peer.

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

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

> Teachers submit weekly lesson plans that include formative and summative assessments. Assessments are generated by teachers or publishing companies. Teachers RIT instruction is driven from NWEA results and Learning Continuum which are monitored on a weekly basis to see mastery and grouping levels. Teachers are required to submit bi-weekly assessments to monitor for alignment of common core standards. Gradebook requirements are followed by most teachers and reviewed weekly by administration. Evers' follows a universal gradebook weighting system for grades (K-2) and (3-8). Teachers received feedback on a weekly basis in regards to lesson plans and gradebook. Implementation is being created to give feedback on assessments to ensure that alignment is taking place with instruction, lesson plans and grades. Consistency across all grades and progress monitored in a work in progress.

Guide for Balanced Assessment & Grading

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

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

Evidence, Measures, and Standards

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

Multi-Tiered System of Supports:

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

Score

1   2   **3**   4

> Evers' incorporates a number of academic supports for the students. Within Tier I all students participate in small instruction and intervention based on their RIT score. Tier II and Tier III students participate in small group instruction before or after school. We are still emerging to progress monitor tiers needing additional and intensive support. The school's attendance rate has been declining for the present school year and is monitored on a daily basis to reach out to parents about the importance of being in school on a daily basis. Principal utilizes Dashboard on a daily basis to maintain data quality A status. Gradebook is checked weekly to ensure grades are entered and that students are On Track with grades and attendance. Diverse learners are provided with audio/visual aids to understand complex text for mastery level. Classroom teachers are involved with student interventions, scheduling and student dat conferences to ensure that student needs/learning styles are being met.

Guide for Multi-Tiered System of Supports

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
    - Intervene in a timely and effective way to help students who are struggling.
    - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
    - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
    - Empower student to advance their learning.
    - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
    - Classrooms are student-centered with student agency.
    - Each student has the opportunity to advance upon demonstrating mastery.

- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
    - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
    - Monitor students requiring and receiving targeted and intensive instruction/interventions.
    - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
    - Determine appropriate interventions for students or groups of students not making adequate progress.
    - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
    - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

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

Culture for Learning:

Score

1   2   **3**   4

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.

> The school provides social emotional learning activities for both the staff and students on a monthly basis. Teacher conference with students multiple times of the year to set student academic and personal goals for learning. Students are responsible for tracking their grades. The school conducts Instructional and Professional Learning team meetings on a bi-weekly/weekly status. Staff collaborate with one another to ensure that student needs are being addressed and mastered. Staff and staff recognition practices are acknowledged every month. Announcements are placed on the marquee and are updated for any changes. Principal newsletters and communication is sent home every month and as needed. Analyzing data from SQRP shows that Evers' is a Well Organized School. Students have ongoing activities that are centered around displaying positive behavior. The school offers academic, enrichment, special events and social emotional learning activities every month for the students.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

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

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

Relational Trust:

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

Score

1   2   3   **4**

Evers has continuously scored high among students and parents on the 5 Essential Survey for Relational Trust. The school implements the monthly SEL competency that is a focus for staff, students and parents for daily practice in the school. Teachers implement SEL activities which are evident in their lesson plans and activities. Staff greet students on a daily basis with a greeting, smile, handshake or hug. During dismissal administration and teachers stand at the doors with encouragement to get home safe. The principal uses the Blackboard messaging system to keep staff and families informed of school communication. Auxiliary staff including custodial and lunchroom staff are inclusive of SEL activities and mentoring of students. Medgar Evers has an ongoing relationship with alumni and external partners that have adopted the school and gives of their monetary or physical time at the school.

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
  - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
  - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

Score

1   2   3   **4**

> Evers has implemented a student advisory committee that is centered around giving of time through service learning projects locally and global activities that address the needs of multi-tiered students. The school offers before/after-school academic and enrichment activities. The school has initiated academic bowls, spelling bees, science fair, and heritage events. Students get a chance to exhibit their knowledge, oratorical skills and abilities. Field trips are sponsored to cultivate and spark student knowledge. The school sponsors a variety of male and female mentoring groups. Bi-yearly award assemblies to recognize students for their academic excellence, citizenship and attendance each semester.

Guide for Student Voice, Engagement, & Civic Life

Study politics

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

and impact school policy and decisions.
- Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
- Authentically **interact with civics leaders**
- Students learn about community, city, state, and national civic leaders and their roles in civil society.
- School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.

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

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

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

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

Evidence, Measures, and Standards

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

Safety & Order:

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

Score

1   2   **3**   4

School safety is maintained by all staff and students. Students follow a set of protocol and routine for movement and noise in the hallways. Teachers enforce proper behavior and monitor students in the hallways. Teacher have demonstrated proficient/distinguished in Domain 2 in creating a positive learning environment for learning. Students feel safe to seek out staff members for assistance and guidance for personal problems or issues both inside/outside of the school. Students recognize their confidentiality in the teachers that they feel trustworthy to talk too. School security monitors and greets visitors as they enter the building to ensure the safety of all students and staff. The school was able to hire student advocate workers that ensure the safety and establishing a climate for learning.

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

and procedures. (See Restorative Approaches to Discipline)
- Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

Score

1 2 **3** 4

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

> The school has exhibited a reduction in the number of out of school suspensions. There has been an increase in the number of referrals that administration receives that result in in- school and restorative practices. Staff members and administration have open lines of communication with parents and guardians regarding student behavior. The Student Code of Conduct handbook is given to all students and parents at the beginning of the school year. Students are given with two orientation presentation concerning the handbook through out the year. Social Emotional Learning is infused in daily instruction and student routine to deter negative behavior and mannerisms of the students. The school community consists of multi-generational families that have developed a repore and trust in their children. Part of the Restorative Justice program requires the students to reflect upon their behavior and develop alternative solutions for future misconducts. The teachers are required to have weekly social emotional learning activities aligned to the competency and and 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

Parent and Family Partnership:

Score

1   2   3   **4**

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

At the beginning of the school year teachers send home Welcome Back to School letters to introduce themselves and their level of expertise for the given grade. The school hosts a Back to School Night, State of the School Address and Parent Teacher Conferences that incorporates the community and business partners. The school offers parents the opportunity to volunteer in the classrooms, lunchroom or attend monthly meetings. We have an active LSC and PAC parent groups who meet on a monthly basis. The school enjoys a partnership with BMOA, Euclid Park Advisory, Woodson Library to excel student acchievement. The school has partnered with male/female mentoring groups that center around the emotional and social aspect of the student.

Guide for Parent and Family Partnership

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

Evidence, Measures, and Standards

School Excellence Framework Priorities

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

Goals

Required metrics (Elementary)   18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
Our goal is to move towards the 2016-2017 actual percentages. This goal is an area of focus due to the downward trend for the current (2017-2018) school year. We have taken steps towards reaching this goal through analysis of current materials, rigorous instruction based on student strengths and weaknesses, focused and balanced RIT band/grade level instruction (based on the analysis of the Student Profile Report of the NWEA), incorporating the Learning Continuum, expanding the use of technology in the classroom, student/teacher conferencing, enrichment and accelerated after school programs, and the use of our progress monitoring tool over the next two school years.	98.00	81.00	80.00	85.00	90.00
National School Growth Percentile - Math					
Our goal is to move towards the 2016-2017 actual percentages. This goal is an area of focus due to the downward trend for the current (2017-2018) school year. We have taken steps to increase teacher PD as a support for more rigorous math instruction as well as implementing student/teacher conferences, before and after school enrichment and accelerated programs, weekly compass completion, and progress monitoring to enrich both weak and strong students in mathematics.	94.00	83.00	78.00	83.00	88.00
% of Students Meeting/Exceeding National Ave Growth Norms					
Based on current percentages we are projecting our students will increase their overall percentages to 72% and 77% for the next two years of the CIWP based on rigorous daily instruction, completion of weekly compass folders, progress monitoring, and student/teacher conferencing we will grow to 72% and 77% over the course of the next two years.	69.00	58.40	74.00	72.00	77.00
African-American Growth Percentile - Reading					
Our goal is to reach and maintain a 98% in African-American growth in reading. We feel sustaining this goal is attainable with rigorous instruction, weekly progress monitoring, balanced instruction and student/teacher conferencing.	98.00	82.00	98.00	98.00	98.00
Hispanic Growth Percentile - Reading					
Doesn't apply	(Blank)	(Blank)	0.00	0.00	(Blank)
English Learner Growth Percentile - Reading					
This does not apply to us.	(Blank)	(Blank)	0.00	0.00	(Blank)
Diverse Learner Growth Percentile - Reading					
Our Diverse Learner population is an area of focus for the CIWP for the next two years. We are currently analyzing root causes, working towards focusing on the learning continuum as well as utilizing the student profile of the NWEA to focus on student weaknesses as well as developing before and after school enrichment classes and Tier II and Tier III students will receive intensive support.	99.00	7.00	85.00	85.00	87.00
African-American Growth Percentile - Math					

We are aligning these goals with the math goals for the school. We will be utilizing newly acquired professional development strategies, utilizing on-line components of the math series, and more rigorous RIT (expanded usage of the learning continuum and the student profile report) band instruction and progress monitoring.

94.00	83.00	94.00	83.00	88.00

Hispanic Growth Percentile - Math

This does not apply to us.

(Blank)	*(Blank)*	0.00	0.00	0.00

English Learner Growth Percentile - Math

This does not apply to us.

(Blank)	*(Blank)*	0.00	0.00	0.00

Diverse Learner Growth Percentile - Math

We have seen a decrease in growth in the Diverse Learners in the past two academic years. We have made the diverse learner population a priority. Through review and analysis of student profile reports from NWEA in conjunction with staff adjustments, we will focus on the learning continuum and student weaknesses.

99.00	61.00	76.00	78.00	80.00

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

School Attainment is on an upward trend for our school. In order to continue this trend we will implement a focus on a balance of RIT band instruction and grade level instruction based on a combination of information gained from the student profile report and usage of the learning continuum with grade level content instruction.

65.00	69.00	70.00	75.00	80.00

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

Our National School Attainment percentile is also on an upward trend. We plan to continue this trend through the implementation of teacher interventions, co-teaching by the regular and special education teachers, enrichment and accelerated classes, the analysis and use of the Learning Continuum, our school wide progress monitoring system, after school programs, the focus on Tiers I, II, and III student weaknesses, the use of Compass Learning, the expansion of technology and activities (web-based and computer programs such as Cool math and Mathgames) deep dives of student data, student to teacher conferencing, and teacher created compass folders for re-teaching and assessments, and math vocabulary acquisition. We project our students will grow 2-3% each academic calendar year.

58.00	61.00	63.00	65.00	67.00

National School Attainment Percentile - Reading (Grade 2)

With the continuation of balanced instruction of grade-level and RIT band instruction (based on NWEA student profile reports of student strengths and weaknesses), after-school enrichment and accelerated courses, compass usage, progress monitoring and small group instruction we anticipate student growth to increase 5% each year respectfully.

58.00	39.00	60.00	65.00	70.00

National School Attainment Percentile - Math (Grade 2)

Through small group instruction, compass learning, the use of web-based programs and updated instructional resources in conjunction with a balance of grade-level and RIT band instruction we anticipate an increase in our national attainment scores to 55% and 60% over the course of the CIWP.

19.00	27.00	50.00	55.00	60.00

% of Students Making Sufficient Annual Progress on ACCESS

Does not apply

(Blank)	*(Blank)*	0.00	0.00	0.00

Average Daily Attendance Rate

Evers' utilizes three staff members to monitor student absences. These staff members are assigned chronic absentees for monitoring and for communication between the school and family. We also utilize daily monitoring of dashboard data, daily and quarterly student incentives, daily phone calls home, conferences between the student and the attendance team as well as 5 and 10 day attendance notices and home visits are conducted.	97.50	97.10	97.50	97.60	97.70

My Voice, My School 5 Essentials Survey

Our rating of well-organized is based on collaboration between the staff members, students and families, overall school safety and a positive, energetic learning environment. We will continue with our open-dialog between all stake-holders in our school.	(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...
Increase instructional rigor daily to connect with common core standards as well using the Learning Continuum and district standards of Agency, Authority and Identity students will facilitate and take ownership over student to student discourse and discussions. Rigor will be supported by an increase in teacher collaboration, co-teaching and differentiated instruction.	Teachers who are prepared, knowledgeable and with the delivery of high quality instruction will result in students who are engaged, challenged and eager to learn.	Students meeting or exceeding the National Growth Norms of 58% to 72% .

Tags:
MTSS, 1, Student attainment

Area(s) of focus:
1

Action step	Responsible	Timeframe	Status
School wide implementation of reading and math intervention and challenging instruction for all grades during the first period and extending throughout the school year. MARS Tasks, POM's, guided reading.	Teachers, administration and paraprofessionals	Jun 24, 2019 to Jun 24, 2019	Not started

Student to student discourse

Implementation of student to student discourse through the use of student agency, identity and authority, More mathematical reasoning and critiques and focus on comprehension of academic language (not just vocabulary).	Teachers, administrators and students	Aug 30, 2018 to Jun 24, 2019	Behind

Mtss, rigorous tasks

Purchase RAZ Kidz to increase student's level of comprehension and excel to proficient and above reading levels.	Teachers and Administration	Aug 30, 2018 to Jun 14, 2019	On-Track

Rigorous tasks

Purchase Scholastic Content Area Magazines, Time for Kids Magazines and Choice Magazines to focus on comprehension of academic language	Administration and Teachers	Aug 30, 2018 to Jun 21, 2019	On-Track

Teacher Teams/Collaboration

Math and Literacy teachers meet monthly to discuss best practices, student sample work, data, next steps and district initiatives	Math and Literacy teachers	Aug 30, 2018 to Jun 21, 2019	On-Track

Administration

Purchase literacy based novels to increase level of text complexity, cite evidence, increases level of inquiry and student discussion.	administration and teachers	Aug 30, 2018 to Jun 21, 2019	On-Track

Rigorous tasks

Embed weekly Depth of Knowledge type of questions in all areas of the curriculum to cognitively challenge students as addressed in state and federal tests.	administration and teachers	Aug 30, 2018 to Jun 21, 2019	On-Track

Professional Learning, Rigorous tasks

Develop ad writing program that will take place in all grade levels (K-8th) so that student will be able to focus, organize and integrate writing skills to formulate an exemplary essay according to grade level criteria	administration and teachers	Aug 30, 2018 to Jun 21, 2019	On-Track

Rigorous instruction

Quarterly academic bowls (math, spelling, history)	administration and teachers	Aug 30, 2018 to Jun 21, 2019	On-Track

Strategy 2

If we do...	...then we see...	...which leads to...
using a combination of the CPS' framework and the learning continuum as a foundation to expose and extend opportunities for all student to grade levels of text complexity, engage learners in content areas and align units of instruction to scope and sequence maps both vertically and horizontally that support and enhance our already rigorous instruction.	an increase in student scores on all levels and forms of assessments as well as students gaining proficiency in agency, identity and authority.	an increase in attainment in grade 2 from 39% in reading and 27% in math to 49% in reading and 37% in math. For Diverse Learners grades 3-8 an increase in math from 7% to 12%, and grades 3-8 from 69th percentile to 73% in reading and in math from 61st percentile to 70th percentile.

Tags:
Acdemics, Rigorous instruction, Technology integration, Text complexity

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status
Follow NGSS standards by acquiring new materials/resources to enhance daily curriculum including the use of Level III and Level IV Depth of Knowledge questions, hands-on experiments and collaborative student conversions.	administration and teachers	select	Not started

Expectations for depth & breadth of quality teaching: multi-tiered system of support, Rigorous instruction

Professional development focusing on balancing grade level and NWEA instruction within the classsroom.	Teachers and administration	Aug 30, 2018 to Jun 21, 2019	Not started

Classroom assignments, Aligned curriculum, Aligned scope and sequence, Aligned assssments

Vertical articulation among staff members.	Teachers and administration	Aug 27, 2018 to Jun 20, 2019	Not started

Instructional practices, Curriculm alignment, Diverse learner, Professsional development

Flexible Progress Monitoring will be utilized to guide focus for intervention/groupings in our classrooms (MTSS).	Teachers and administration	Aug 27, 2018 to Jun 21, 2019	On-Track

Diverse Learners, Instruction planning, Assessment data, Accommodations, Academic success

Enhance current reading series (grades K- 5) by incorporating leveled readers and utilizing existing components to support differentiated instruction for all learners.	Teachers and administration	Aug 27, 2018 to Jun 21, 2019	Not started

Diverse Learners, Curriculum, Differentiated instruction

Enhance current math series by utilizing supplemental instructional methods (technology) and materials to support instruction and teacher practices.	Teachers and administration	Aug 27, 2018 to Jun 21, 2019	Not started

Diverse Learners, Curriculum, Differentiated instruction

Strategy 3

If we do...	...then we see...	...which leads to...
Plan a variety of research based pedagogical approaches suitable for student learning of the content/skills taught and anticipate student misconceptions	individual student misunderstandings or the advanced needs of students being successfully met.	an increase in attainment in grade 2 from 39% in reading and 27% in math to 49% in reading and 37% in math. For Diverse Learners grades 3-8 an increase in math from 7% to 12%, and grades 3-8 from 69th percentile to 73% in reading and in math from 61st percentile to 70th percentile.

Tags:
Academic support, Academic growth, Academic gains

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
Perfect our intervention instruction. Intervention groups will be flexible groupings.	administration and teachers	Oct 8, 2018 to Feb 28, 2019	Not started

Modified practices

Evidence of flexible groupings. Small group lesson plans and student work posted that reflects differentiated instruction on teacher bulletin boards.	teachers and administration	Aug 27, 2018 to Jun 14, 2019	Not started

Differentiated instruction, Academic interventions, Academic growth

Utilize student to student discourse to promote agency, identity and authority through DOK and Stem Starters to engage students in collaborative conversations.	Teachers	Aug 27, 2018 to Jun 21, 2019	Not started

Academic rigor, Instructional strategies, Academic acheivement, Academic growth

Utilization of informal assessments to gauge student misconceptions and misunderstandings	teachers	Aug 27, 2018 to Jun 21, 2019	Not started

Assessement, Class visits, Academic success

Strategy 4

If we do...	...then we see...	...which leads to...
utilize multiple measures and a range of assessment types to correctly identify specific gaps in student learning especially for students in Tiers II and Tiers III. Assessments will be accessible for all students including diverse learners.	an increase in overall student quarterly grades and an increase in overall student mastery of unmastered skills.	n increase in attainment in grade 2 from 39% in reading and 27% in math to 49% in reading and 37% in math. For Diverse Learners grades 3-8 an increase in math from 7% to 12%, and grades 3-8 from 69th percentile to 73% in reading and in math from 61st percentile to 70th percentile.

Tags:
Classroom rigor, Balanced assessment, Attainment

Area(s) of focus:
4

Action step	Responsible	Timeframe	Status
Teachers will conference with students one on one to review assignments and tests with a failing grades as well as review student expectations	Teacher, Administration and Divers Learner Teachers and students	Aug 27, 2018 to Jun 21, 2019	Not started

Diverse Learners, Assessment and grading, Achievement gap

Second Chance Fridays - 1x per month the last Friday of the month. This time will also be utilized for Diverse Learners to receive extra support.	Teachers, students and administration	Aug 27, 2018 to Jun 21, 2019	Not started

Diverse Learners, Academic acheivement, Progress monitoirng, Academic gains

Administration will provide teachers with feedback on teacher created assessments before assessments are utilized and to ensure Diverse Learners.assessments are following their modifications per their IEP.	Administration	Aug 27, 2018 to Jun 21, 2019	Not started

Designing assessments, Academic interventions

The school will create an assessment calendar that indicates not only when the assessment will take place but what type of assessment.	Administration and teachers	Aug 29, 2017 to Jun 21, 2018	Not started

Assessment

utilize progress monitoring that will be tracked. The "Next steps" for students will be identified for students who are not mastering the goal/standard.	administrators and teachers	Sep 7, 2018 to Jun 21, 2019	Behind

Progress moniorting, Diverse learner

Action Plan

Strategy 1

NOT STARTED

School wide implementation of reading and math intervention and challenging instruction for all grades during the first period and extending throughout the school year. MARS Tasks, POM's, guided reading."

Jun 24, 2019 to Jun 24, 2019 - Teachers, administration and paraprofessionals

Status history

May 15

NOT STARTED

May 15, 2018
Evidence
Progress monitoring through gradebook, weekly lesson plans and lesson plan reviews, weekly pop-ins, gains in attainment and student growth and on track status.

BEHIND

Implementation of student to student discourse through the use of student agency, identity and authority, More mathematical reasoning and critiques and focus on comprehension of academic language (not just vocabulary)."

Aug 30, 2018 to Jun 24, 2019 - Teachers, administrators and students

Status history

May 15

BEHIND
May 15, 2018
Problem
Distinguished in Domains 3b and 3c/REACH, small groupings, pop-ins, student utilizing conversation cards and on track
Root Cause
Next steps

ON-TRACK
Purchase RAZ Kidz to increase student's level of comprehension and excel to proficient and above reading levels."

Aug 30, 2018 to Jun 14, 2019 - Teachers and Administration

Status history

May 15

ON-TRACK
May 15, 2018
Evidence
Purchase before the new school year and an increase in student books levels and attainment in reading on the NWEA.

ON-TRACK
Purchase Scholastic Content Area Magazines, Time for Kids Magazines and Choice Magazines to focus on comprehension of academic language"

Aug 30, 2018 to Jun 21, 2019 - Administration and Teachers

Status history

May 15

ON-TRACK
May 15, 2018
Evidence
Purchase before the new school year. Will assist in informational text comprehension and text structure.

ON-TRACK
Math and Literacy teachers meet monthly to discuss best practices, student sample work, data, next steps and district initiatives"

Aug 30, 2018 to Jun 21, 2019 - Math and Literacy teachers

Status history

May 15

ON-TRACK
May 15, 2018
Evidence
Agendas, student work samples, minutes from the meeting and sign in sheets.

ON-TRACK
Purchase literacy based novels to increase level of text complexity, cite evidence, increases level of inquiry and student discussion."

Aug 30, 2018 to Jun 21, 2019 - administration and teachers

Status history

May 15

ON-TRACK | May 15, 2018
Evidence
purchased on a quarterly basis

ON-TRACK
Embed weekly Depth of Knowledge type of questions in all areas of the curriculum to cognitively challenge students as addressed in state and federal tests."

Aug 30, 2018 to Jun 21, 2019 - administration and teachers

Status history

May 15

ON-TRACK | May 15, 2018
Evidence
Lesson plans posted in classrooms, student discussions, increase in student growth framework for teaching

ON-TRACK
Develop ad writing program that will take place in all grade levels (K-8th) so that student will be able to focus, organize and integrate writing skills to formulate an exemplary essay according to grade level criteria"

Aug 30, 2018 to Jun 21, 2019 - administration and teachers

Status history

May 15

ON-TRACK | May 15, 2018
Evidence
lesson plans gradebook, monthly student work submissions and analysis of student work.

ON-TRACK | Quarterly academic bowls (math, spelling, history)"

Aug 30, 2018 to Jun 21, 2019 - administration and teachers

Status history

May 15

ON-TRACK | May 15, 2018
Evidence
Increase in student participation, increase in school and district wide assessments, increase in teacher collaboration

Strategy 2

NOT STARTED
Follow NGSS standards by acquiring new materials/resources to enhance daily curriculum including the use of Level III and Level IV Depth of Knowledge questions, hands-on experiments and collaborative student conversions."

- administration and teachers

Status history

May 15

NOT STARTED | May 15, 2018
Evidence

Increase in student scores on federal and state assessments.

NOT STARTED

Professional development focusing on balancing grade level and NWEA instruction within the classsroom."

Aug 30, 2018 to Jun 21, 2019 - Teachers and administration

Status history

May 15

NOT STARTED | May 15, 2018
Evidence
Administrative pop-ins, review of lesson plans and authentic student work displayed on bulletin boards and gradebook.

NOT STARTED | Vertical articulation among staff members."

Aug 27, 2018 to Jun 20, 2019 - Teachers and administration

Status history

May 15

NOT STARTED | May 15, 2018
Evidence
Shared student work and feedback from peers.

ON-TRACK | Flexible Progress Monitoring will be utilized to guide focus for intervention/groupings in our classrooms (MTSS)."

Aug 27, 2018 to Jun 21, 2019 - Teachers and administration

Status history

May 15

ON-TRACK | May 15, 2018
Evidence
gradebook, lesson plans, MTSS dropdown, assessment review and feedback

NOT STARTED

Enhance current reading series (grades K- 5) by incorporating leveled readers and utilizing existing components to support differentiated instruction for all learners."

Aug 27, 2018 to Jun 21, 2019 - Teachers and administration

Status history

May 15

NOT STARTED | May 15, 2018
Evidence
Lesson plans, pop-ins, authentic student work, share-outs at PLC meetings, Data Deep Dives with administration

NOT STARTED

Enhance current math series by utilizing supplemental instructional methods (technology) and materials to support instruction and teacher practices."

Aug 27, 2018 to Jun 21, 2019 - Teachers and administration

Status history

May 15

NOT STARTED | May 15, 2018
Evidence
Lesson plans, pop-ins, authentic student work, share-outs at PLC meetings. Data Deep Dives with administration

Strategy 3

NOT STARTED Perfect our intervention instruction. Intervention groups will be flexible groupings."

Oct 08, 2018 to Feb 28, 2019 - administration and teachers

Status history

May 15

NOT STARTED May 15, 2018
Evidence
Gradebook, assessment data, MOY and teacher weekly assessments, lesson plans.

NOT STARTED

Evidence of flexible groupings. Small group lesson plans and student work posted that reflects differentiated instruction on teacher bulletin boards."

Aug 27, 2018 to Jun 14, 2019 - teachers and administration

Status history

May 15

NOT STARTED May 15, 2018
Evidence
Administration pop-in sheets will reflect flexible groupings are observed in the classroom.

NOT STARTED

Utilize student to student discourse to promote agency, identity and authority through DOK and Stem Starters to engage students in collaborative conversations."

Aug 27, 2018 to Jun 21, 2019 - Teachers

Status history

May 15

NOT STARTED May 15, 2018
Evidence
administrative pop-ins, lesson plans, posted DOK questions, authentic student work posted in class or shared in PLC meetings

NOT STARTED Utilization of informal assessments to gauge student misconceptions and misunderstandings"

Aug 27, 2018 to Jun 21, 2019 - teachers

Status history

May 15

NOT STARTED May 15, 2018
Evidence
administrative pop-ins, lesson plans and REACH observations

Strategy 4

NOT STARTED

Teachers will conference with students one on one to review assignments and tests with a failing grades as well as review student expectations"

Aug 27, 2018 to Jun 21, 2019 - Teacher, Administration and Divers Learner Teachers and students

Status history

May 15

NOT STARTED May 15, 2018
Evidence
Conference logs by teacher, retake noted in gradebook, reduction in student's failing core subjects.

NOT STARTED
Second Chance Fridays - 1x per month the last Friday of the month. This time will also be utilized for Diverse Learners to receive extra support."

Aug 27, 2018 to Jun 21, 2019 - Teachers, students and administration

Status history

May 15

NOT STARTED May 15, 2018
Evidence
Retake noted in gradebook

NOT STARTED
Administration will provide teachers with feedback on teacher created assessments before assessments are utilized and to ensure Diverse Learners.assessments are following their modifications per their IEP."

Aug 27, 2018 to Jun 21, 2019 - Administration

Status history

May 15

NOT STARTED May 15, 2018
Evidence
Comments on teacher assessments

NOT STARTED
The school will create an assessment calendar that indicates not only when the assessment will take place but what type of assessment."

Aug 29, 2017 to Jun 21, 2018 - Administration and teachers

Status history

May 15

NOT STARTED May 15, 2018
Evidence
The Calendar

BEHIND
utilize progress monitoring that will be tracked. The "Next steps" for students will be identified for students who are not mastering the goal/standard."

Sep 07, 2018 to Jun 21, 2019 - administrators and teachers

Status history

May 15

BEHIND May 15, 2018
Problem
Gradebook, student conferencing form. Data deep dive conferences with teachers
Root Cause
Next steps

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

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

ESSA Program

○ ESSA Schoolwide Program

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

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

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

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

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy   Complete

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

> For the school year, the school will involve parents in the joint development and periodic review and revision of the NCLB-Title 1 School Parental Involvement Plan and Policy. The school will do this by advertising monthly meetings, dates and times to discuss and make suggestions for the plan. The school will distribute surveys at Open House, Annual PAC Meeting, monthly PAC meetings, school assemblies, report card pickup for input in the parent involvement plan and policy.

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

> The annual report will be presented to the parents and community during Open House with full parent participation. The meeting will be conducted to learn about Title 1 programs and activities and to explain Title 1 requirements and a parent's right to be involved in the Title 1 programs. The school will also offer a number of additional parental involvement meetings, including PAC meetings, at different times and will invite all parents of students to all meetings. The first annual meeting will take place in October 10 of 2018. The PAC Organizational Meeting will take place on October 11, 2018

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

the school will immediately respond to any such suggestions.

> The school will conduct AM and PM meetings to get full participation of parents. The school will provide parents with a needs assessment survey to get suggestions, ideas, participation and decisions concerning the well being of their child's school and education. The school will have a PAC table presentation at all school functions to communication the mission and get full participation. The school will also send communication via phone, email or school functions.

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.

> The school will provide parents a report of their child's performance of the district and state assessments at the parent teacher conferences, parent requests and individual on track meetings with parents. The school sponsors parent conferences as need every five weeks and after NWEA MOY data results.

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 school will provide parents a letter to parents when a teacher is highly or not highly qualified as defined in the Title 1 final regulations. The letter will be sent home to every parent.

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.

> The school will provide workshops for the parents on understanding and knowing how to read results of an assessment. The school will provide resources to the parents on how they can support their child/ren. The school will also provide workshops on topics that parents identify as priorities and training on how parents may volunteer and work with educators.

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.

> The school will provide information on community resources, materials and training available within the school community, network and district. The school will plan and host family events. the school will provide additional training on the parent grade portal to assist parents in accessing and understanding their child's grades.

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.

> The school will conduct workshops for teachers and parents collaborating and communicating to build home school relationships. The school will ensure that parents/teachers take an active role to promote college/career readiness for all students.

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

> The school will include State Pre-Kindergarten parents in school-wide parent meetings and surveys. The parents will also receive newsletters and participate in extended activities.

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

> The school will ensure that information related the school and parent programs meetings and other activities is sent to parents in parent friendly understandable and uniform formats. This will be accomplished by having all of the written information approved and signed by the principal.

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.)

> Medgar Evers will prepare a rigorous pathway to college/career success for the 21st century. the mission is to provide and maintain a creative climate wherein all students can develop intellectually, emotionally, artistically and socially to the fullest potential. The drive will be accomplished with the fusion of academic and fine arts that will provide the academic, artistic and cultural development of all students. through a strong family commitment, in partnership with the school and community, the school will strive to develop studens that are life long learners and productive global citizens in society.

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

> The school will hold the two designated district parent conferences according to the district calendar. Teacher will conduct parent conferences on a regular basis for students that are off track for academics, attendance and social behavior.

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

> Student progress reports will be provided after the 5th, 15th, 25th and 35th weeks of the school year. Parent informational meetings will take place to explain the language and how to read parent reports and student data results. State and district wide reports will be given or sent home to parents.

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

> Parents will have access to teachers as designated by the district for conferences. Teachers will communicate and conduct conferences for students that are off track as needed. Parents can contact teachers through parent portal, school phone, class dojo or by CPS email. Some teachers give out direct cell numbers. Parents also make an appointment to see teachers before, prep, or after school. Instruction will not be interrupted for conferences.

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

> Parents are encouraged to complete the on-line volunteer application. They are encouraged to participate to chaperone on field trips, assist in science and school assemblies, book fairs, lunchroom and volunteer in the classrooms.

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

> Parents are encouraged to reinforce learned material that was learned through out the school day by ensuring that homework is complete, drill/study, read daily and utilize the school's software instructional programs such as Compass and Raz Kids. Parents are encouraged to develop an account on parent portal to check/track their child's academic progress. Teachers communicate with parents by phone, emails and notes sent home. We have personnel in the building that promote good attendance and the value end results of being in school on a daily basis. We make phone calls, visit, pick students up, come in early and hold parent conferences to ensure that we meet the goal of attendance. We have incentives that also promote students coming to school everyday. There is a link on the school web site giving instructions for the best method to contact teachers and upcoming school events. The school marquee also promotes good attendance and highlights accomplishments of students excelling in academics, attendance and social emotional learning behaviors.

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 given numerous contact communication methods for the teachers that are posted on the school web site for easy access. Parents have the opportunity to participate in decisions concerning their child through IEP meetings, data conferences, TRC/dibel reports, NWEA reports and academic reports that are distributed through out the school year. Administration has an open door policy for parents to communicate their wishes and concerns.

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).

> Teachers conference with students quarterly and ongoing in the classroom. They share information concerning grades, assessment data, and behavior. Middle school students are encouraged to log in and track their grades on the portal weekly. Progress reports are given every five weeks, Compass reports are checked weekly, students are progress monitored as according to their MTSS status and students are recognized for good academics, attendance and SEL behavior daily, weekly and monthly.

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 goal of Evers is to empower parents to become active partners in their child's academic and social behavior. We want to equip them with strategies that would support students at home. We also want to increase parent involvement in the school for parent partnerships.

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

Account(s)	Description	Allocation

51130, 52130 — **Teacher Presenter/ESP Extended Day**
For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.

$ [Amount] .00

53405 — **Supplies**
In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.

$ [Amount] .00

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

$ 382 .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)

$ [Amount] .00

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

$ 500 .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.

$ 300 .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.

$ 345 .00

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

$ [Amount] .00

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

$ [Amount] .00

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

$ [Amount] .00