



Jane A Neil Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
01/17/2018	Dale, Harris, Jones, Knox, Morrison, Segroves, Wilcox, Monroe, Shannon, Daniels, Peacock	CIWP Overview, Roles and Responsibilities, Establish meeting dates and times, and SEF
02/01/2018	Boone, Dale, Daniels, Harris, Knox, Peacock, Monroe, Herron	SEFand Action item
02/22/2018	Boone, Dale, Harris, Jones, Knox, Wilcox, Monroe, Edwards, Shannon	SEF and Framework Priorities
03/15/2018	Dale, Harris, Jones, Knox, Morrison, Wilcox, Edwards, Herron, Shannon	SEF Review and Goal Setting
04/05/2018	Boone, Dale, Edwards, Harris, Knox, Monroe, Peacock, Wilcox, Herron	Framework Priorities, Data Tracker, Goals, Strategic Priorities Grouping
04/12/2018	Boone, Dale, Edwards, Harris, Knox, Monroe, Morrison, Wilcox, Jones, Herron	Framework Priorities (Strategic Priorities), Budget Considerations
04/18/2018	Richardson, Holt, Dale, Daniels	Fund Compliance, Parent Plan

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

Leadership and Collective Responsibility

Through the AAI teachers initiative, teachers are equipped to provide rich instruction and provide students with the tools to become problem solvers, and creators of ideas across all disciplines. Neil adopted the district's AAI initiative, and provided Teacher Facilitators with ongoing Professional Development and provided training to the entire teaching staff using the train the trainer with model Teacher Facilitators around the use of "Accountable Talk". Accountable Talk continues to be the school-wide brand in an effort to improve student to student dialogue during instruction. In order to monitor the implementation of AAI, the ILT adapted the Network 12 monitoring tool to include Accountable Talk observations during check-in visits and peer learning walks. AAI supports the school's mission to create critical thinkers. Additionally, teachers intentionally incorporate "Accountable Talk" into their daily discussion increasing the number of teachers who will receive Proficient or Distinguish in 3b of the Framework for Teaching "Using Questioning and Discussion Techniques" at the end of the year. There is no concrete evidence to date of the effectiveness of the tool, however the ILT plans to collect specific data in the upcoming school year.

The 5 Essential Survey from the 2016-2017 school year revealed that effective leaders and supportive environment is weak. The ILT purposefully reviewed the 5 Essentials data and created a plan to address specific areas. One area was to give teachers the opportunity to observe other colleagues practices. The ILT will review the results of the 2017-2018 5 Essential Survey to see improvements in this specific metric.

Staff has been more empowered to take leadership roles throughout the school. Teachers are leading the ILT, Grade Level teams, Climate and Culture team, Professional Development, After School Programs and participating on the Interview Team interviewing new staff. Paraprofessionals are leading the school-wide hiring process, book fairs, attendance initiatives, honor roll initiatives, coordinating transportation, restorative practices and leveraging parent involvement. As a result of Teachers and Paraprofessionals taking on leadership roles, our staff is gaining a more holistic view, building relationships, and owning the growth and overall academic and social improvements.

As stated, teachers are leading grade level team meetings. Teachers in all cohorts have established leadership roles within the teams (Facilitator, Co-Facilitator, Scribe, Recorder, Jack of All Trades, Time Keeper). Teachers meet on a weekly basis, creating their own agenda (with Principal focus), sign-in sheet and minutes. The primary focus of our meetings is to evaluate the effectiveness of teaching and learning. The team uses two protocols to evaluate the effectiveness of assessment/task alignment. The Interim Assessment Analysis is a progress monitoring tool used to analyze the alignment of the assessment and CCSS. This tool includes identifying information (Standards, DOK, and Alignment to Pacing Guide), number of questions, DOK Levels, Writing. Teachers use this tool to analyze the interim assessments, providing feedback via celebrations, wonderings, and/or suggestions. The Deep Dive Data Analysis is a progress monitoring tool used to examine interim assessment results. This monitoring tool includes pre and post assessment results, retake information, item analysis, trends, small group instruction, next steps, and progress monitoring. Teachers submit interim assessment results and present results to grade level colleagues. Teacher teams provide feedback sharing celebrations, wonderings, and suggestions. The deep dives have ordained teachers to reflect on their planning and pedagogical skills in order to ensure student mastery and comprehension of content. District wide assessments will be analyzed during the EOY to see overall effectiveness of these school-wide practices.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Instructional Leadership Team:

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

ILT comprises a representative from all entities of the school. The ILT includes, a teacher from each cohort (primary, intermediate and middle school), disciplines (Reading, Math, Science), Specials (Art/Physical Education), Counseling (Counselor & Case Manager) Diverse Learners, Administration and Paraprofessionals. The team meets bi-weekly to address the school-wide brand (Accountable Talk and SGI/Intervention), review data, discuss instructional strategy, and address budget allocations as needed, to support school-wide instruction. Although the ILT meets as scheduled, consistency on the focus is a growth area.

The ILT monitors small group instruction. A small group instruction monitoring tool has been revised to include more specific criteria and capture evidence that is being implemented in every classroom including diverse learners. The ILT began performing learning rounds during the second quarter to observe small group instruction. The Network's Instructional Protocol tool, adapted to include school level requirements, used to capture evidence of small group instruction. The evidence captured from the learning rounds will be used to provide feedback to the observed teacher and identify any school-wide trends. The data has been inconclusive at this point due to MOY district, state, and school-wide testing conflicts.

The ILT has also created a Middle School Intervention Plan to address the students' NWEA/MAP areas of need. The reading intervention block is on Monday and Wednesday. The math intervention block is on Tuesday, Thursday, and Friday. The teachers are required to maintain informal data as a agreed upon tool has not been created.

The ILT also monitors the school-wide brand of "AAI." A monitoring tool has been created and modified to capture evidence that is being implemented in every classroom including diverse learners. The ILT is still in the process of refining the tool and using it to perform future learning rounds. However, the previous tool did provide data to indicate that "AAI" is being used (Accountable to the Learning) across all classrooms. The fidelity of "AAI" has not been determined. However, the ILT has calibrated to ensure that the same language is used when evaluating and monitoring the school-wide "AAI" brand.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

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

Professional Learning:

Score

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

1 2 3 4

Guide for Professional Learning - Score: Move from a 2 to a 3

Teachers are provided with 60 minute preps per day to plan effective instruction. One day per week is allocated for a grade level team meeting for teachers to collaborate, discuss, and provide feedback on standards based assignments and five week assessments in Language Arts, Math, Writing, Social Studies and Science.

Grade level meetings are structured around five week plans. The grade level team looks at the standards that need to be addressed every five weeks. As outlined in the network pacing guide, teachers create, analyze and discuss assessments, assignments, and strategies used to address specified standards. Teachers provide proof of rigorous learning tasks by sharing and analyzing their assessments, learning tasks, student examples, and gradebook entries. Colleagues provide feedback to one another on celebration, concentration, and Next Steps for improvements. As stated in the previous section, EOY data will be evaluated to determine the effectiveness of this practice.

Teachers have access to two Instructional Consultants who provide instructional coaching in core subject areas. The consultant provides researched based instructional plans, instructional strategies and technique, pedagogical suggestions and feedback to improve daily planning and implementation of instruction across all subjects.

General Education and Diverse Learner Teachers work together in Grade Level meetings using a rubric to analyze assessments and evaluate student work collaboratively. Diverse Learner Teachers have allotted time to meet on their own to address needs specific to cluster programs.

New teachers in the building have been connected with mentor teachers to collaborate and provide feedback regarding pedagogy and other adaptive issues. Mentor teachers meet with mentees to address question and/or concerns and to provide opportunities for observations and modeling when needed throughout the year. A survey tool will be created during the 2018-2019 school year to evaluate the effectiveness of support for new teachers.

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

The school-wide master schedule reflects the full school day plan required by CPS based upon their cohort. Additionally, all students receive a minimum of 120 minutes per week in PE and Art. All general education and cross category teachers follow the network reading and math block to ensure students receive the maximum amount of instructional time. Administration performs check-in visits to ensure teachers are following the instructional block. A specific data collection tool has not been identified to provide information on the percent implementation with fidelity.

The school's 2016-2018 CIWP academic priorities were Rigorous Student Tasks, Curriculum and Transitions, College and Career Access and Persistence. Funds were allocated and used to purchase Common Core aligned text, consumables, software and assessments for reading, math, social studies, and science in both general education and diverse learning classrooms. Funds were allocated and are being used to address attendance truancy and provide incentives for improved and/or perfect attendance. The budget is review weekly with administration, the business manager, and the clerk to ensure funds are being spent in alignment with the 2016-2018 CIWP goals. Funds were also allocated specifically for the Diverse Learners and specials classes to ensure needed manipulatives to support holistic instruction has been purchased. Funds were allocated and are being used to address attendance truancy and provide incentives for improved and/or perfect attendance. The budget is reviewed weekly with Administration, the Business Manager, and the Clerk to ensure funds are being spent in alignment with the goals of the 2016-2018 CIWP.

The school has a Hiring Team led by a Paraprofessional who recruits specific staff to participate on the interview committee based upon their expertise. Potential candidates are vetted prior to presenting to the interview team. Interview team Participant sare coached on attributes necessary to choose the best qualified candidate that will integrate effortlessly into the school community. Interview questions are predetermined prior to the interview to ensure that questions align to the position. Potential teaching candidates are asked to perform a mock lesson with either staff or students. All candidates receive a numerical rating and selections usually decided based upon the results of the rubric.

The school has developed relationships with several community organizations. The organizations provide funding, volunteers and resources to support the school and their families. The organizations communicate activities sponsored by the school The partnership with the various organization help to bridge the gap between the school and community, engage families and provide supplemental supports to the school, strengthening community bonds and resources. The organizations are: (Wooten) - provide resources and materials for both staff and students, OST (Out of School Time) - provide funding for after school academic, SEL and Sports, and Gardeneers provide authentic instruction to students, GCFD (Greater Chicago Food Depository) - provides food resources to school, and Masonic Organization volunteers for community events.

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
 - Use CPS Instructional Time Guidelines to maximize instructional time.

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Score

1 2 **3** 4

Teachers create a syllabus outlining Common Core and NGSS aligned instructional units for the year. In ELA, math, and writing standards. Teachers follow network's unit pacing guide to plan instruction for reading, math, and writing. Teachers also follow the district's scope and sequence guides for social studies and science. Teachers are required to post lesson plans that align to the unit pacing guide in their classrooms weekly. When students demonstrate less than 80% mastery based upon Gradebook evaluation, teachers are required to re-teach the concepts and / or skills, and be able to provide evidence of corrective instruction. Teacher lesson plans must contain standards based objectives, learning tasks, homework assignments, and assessments aligned to the Network pacing guide. Lesson plans must reflect whole and small group instruction and contact evidence of differentiated instruction.

Teachers are required to provide instruction in listening and speaking using the CCSS. Teachers provide grades for Gen Ed and Cross Cat students in "listening and speaking," however; there is not a protocol for how students are evaluated and/or how teachers should plan for instruction in and across discipline in these areas.

Small group instruction is one of the focal points of the school. All teachers are required to plan for SGI specifically in Reading and Math based upon standardized test data and/or formative/summative assessments. Teachers intentionally provide differentiated instruction to meet the diverse learning needs of all students. General Education teachers are currently using an adapted version of the network based tool to evaluate the effectiveness of the small group instruction. The ILT is also conducting SGI learning rounds. EOY data will be evaluated to gauge the effectiveness of SGI.

All students participate in SEL groups at least once a week facilitated by the school's Counselor. The focus on the SEL program is to address student emotional issues and concerns, incorporating 2nd Step Instructions, as well as to promote awareness. The school counselor will also create a plan that emphasize College and Career persistence. Neil has just acquired a new counselor who will work to create a plan to effectively evaluate the SEL program.

Guide for Curriculum

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

- NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING**
- ✓ [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

Teachers utilize the network’s unit pacing guide to plan instruction for reading and math. Teachers are charged with posting lesson plans that align to the unit pacing guide in their classrooms weekly. When students demonstrate less than 80% mastery based upon Gradebook evaluation, teachers are required to re-teach the concepts and/or skills, and communicate this information via the unit pacing guide and lesson plan. However, there are inconsistencies with communicating adjustments to pacing guide based upon weekly assessment results.

Teachers have autonomy over the thematic units taught for Science, Social Studies, Writing, Art, and PE/Health. Currently, there is not a specific monitoring tool to determine if instructions in these areas are being implemented with fidelity. Art, PE/Health instruction (and in some cases, Science, Social Studies, and Writing) is evaluated using the REACH evaluation tool. The 2016-2018 CIWP identified the need to purchase CCSS aligned resources to include novels, scholastic journals, and software. NGSS align text and materials, Social Studies text/curriculum and additional academic software to support student enrichment and intervention needs. Funds were allocated and used to purchase the materials and resources necessary to provide high-quality instruction with consistency. The ILT, Instructional Consultant and teachers vetted the resources and choose those most appropriate to fulfill the school’s mission and vision. Majority of the items were recently purchased, therefore the school has not identified and/or used a tool to monitor the effectiveness of the new and/or old resources. However, the ILT and PPLC will collaborate to survey teachers during EOY to obtain feedback on select text and curriculums.

The school uses a variety of technology to provide academic and social emotional instruction to students. All teachers have technology assigned and available to them for daily instructional use (i.e. LCD, Document camera, laptops). There is a weekly schedule per cohort for the use of Chrome books and iPads to provide supplemental instruction in reading and math to students (i.e. Learning A-Z, Unique, Edgenuity, Coach Digital, Blue Streak, etc). Students overall are using technology at least once or twice a week. Students are regularly assessed using software testing programs (i.e. Measuring UP, Unique and Learning A-Z). Additionally, funds were allocated in 2016-2018 budget to purchase additional Chromebooks.

Manipulatives are used primarily in Diverse Learning classrooms to stimulate students using tactile, kinesthetic and spatial awareness. The Diverse Learning teachers also use board maker, IPADS, computers, as a means to communicate through pictorial exchange. These items help our students with all transitions based on the UDL guidelines. Neil also services students with visual impairments. Our Visually Impaired VI instructor’s uses material such as glue, clay, sponge, diagrams, shapes, water with varies temperatures so that the VI students are able to access their instruction through the sense of touch. At least 80% of math classes use some form of manipulatives (i.e. base ten blocks, grouping beads, etc.) to provide a hands-on approach to the application of concepts being taught. Consumables were identified and purchased for Reading, Math, Social Studies and Science classes. There is no monitoring or evaluation tool in place at the moment to determine the effectiveness of the manipulatives.

Teachers use either Measuring up Live, CIM, Coach Digital, or Unique software to create weekly assessment in Reading and Math. Data has only been collected and analysed using Measuring Up Live because it provides Standards Proficiency Report. The information has been effective in targeting specific skills to provide corrective instruction to improve student knowledge of the standard taught. Unique, Coach Digital, and CIM require paper pencil task and are used in Kindergarten and/or Diverse Learner classes to assess student mastery of standards. Due to the newness of the assessment software programs, the effectiveness has not been determined.

Guide for Instructional Materials

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	<ul style="list-style-type: none"> Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Universal Design for Learning Guidelines 2.0 ✓ UDL PD Modules ✓ CPS Integrated Library System (S.O.A.R.)

Rigorous Student Tasks:

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

RIGOROUS STUDENT LEARNING TASKS

Based upon the review of the schools SQRP ratings over the past 3 years, the school has sporadic data for both ELA and Math. The data over the past 3 year on SQRP for NWEA growth indicators are as follows in: ELA 2015 (71%), 2016 (38%) and 2017 (64%) and in Math 2015 (33%), 2016 (52%), and 2017 (40%). The Attainment data has risen and fallen over the past 3 years in 3rd – 8th grade ELA 2015 (26%), 2016 (14%), and 2017 (16%) and 3rd – 8th grade Math 2015 (9%), 2016 (15%), and 2017 (8%). The Attainment data has risen and fallen over the past 3 years in 2nd grade ELA 2015 (15%), 2016 (17%), and 2017 (42%) and 2nd grade Math 2015 (9%), 2016 (24%), and 2017 (21%).

The school-wide expectation is to provide differentiated learning tasks during both core and small group learning instruction in order to improve students' academic abilities in specific areas of individual need. Teachers are expected to differentiate individual tasks in the lesson plans, however based upon the review of weekly lesson plans and check-in visits, this is an inconsistent practice.

Closed reading strategies are expected to be taught and utilized throughout K-8 to help students master and comprehend texts. Students are required to use Accountable Talk strategies in order to cite and synthesize information from text into their schema during student discourse. However, based upon check-in visits, learning walks and formal observations, this is an inconsistent practice.

All classroom are expected to implement math talks daily in order to provide students with an opportunity to demonstrate their knowledge and understanding of previously taught skills. Math Talks are consistently implemented during all math lessons as evidenced by check-in visits, learning walks and formal/informal observations. However, the school does not have a formal tool to evaluate effectiveness of Math Talks.

All teachers are expected to create interim assessments; however the number of required DOK questions depends on the teacher course of teaching. Non-cluster teachers are required to have 15 questions with a minimum of 10 DOK ranging across multiple standards. Cluster and Cross Category teachers are required to create assessments with a minimum of 5 to 10 questions with at least half of the questions at DOK 3 or 4 aligned to the students' level of academic and physical functioning according to the IEP. Interim assessments requirements are evaluated by administration and grade level peers using a school-wide interim assessment analysis template. Teachers are required to use the information from their assessments to identify DOK level 3 and 4 tasks to help student gain conceptual understanding of the content. This continues to be an area of development school-wide. This is an area the ILT has discussed as a potential focus for the 2018-2019 school year.

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

Score

1 2 3 4

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

The school counselor meets with all students Pre-K through 8th grade to provide social-emotional class and college and career class. This class is intended to be a tier 1 opportunity for all students to increase career awareness, explore the world of careers, monitor personal behaviors, develop positive work habits, organization, test taking skills, problem solving and collaboration. The SEL and college and career class address transitions from elementary school to high school and beyond through various guidance lessons and activities.

Middle school students(6th-8th) have begun working on Naviance task which includes identifying career interest through a interest inventory and setting and monitoring individual academic and personal/social goals. According to the most recent Naviance report, 68% of 8th grade students have created a goal for 8th grade, 23% have completed the Career Cluster Finder and 42% have added at least 3 career clusters to their list. 37% of 7th grade students have created a goal for 7th grade, 41% have completed the Career Cluster Finder and 12% have added at least 3 career clusters to their list. 63% of the 6th grade students have created a goal for 6th grade, 61% have completed the Career Cluster Finder and 37% have completed the grade promotion requirements review. The counselor monitors the Naviance curriculum on the quarterly basis. The counselor uses this data to facilitate SEL college and career instruction. In order to enhance authentic career experiences, the school counselor is currently planning a school wide career fair that is schedule to take place April 20, 2018.

New students participate in a new student orientation, Eagles Nest, within the first week of arriving. This orientation provides new students about the processes, procedures, rules and expectation of the school environment. Students are also provided with an opportunity to meet and greet the assigned teacher and obtain important information about the classroom environment, rules, expectations, schedule and the grade level academa. A member of the Student Council will provide new students with a tour of the building, information about extracurricular activities and provide a sense of belonging to new students. A member of the Student Council, under direct supervision of the chairperson, will meet with new students once a month for 3 months to conduct a well-being check and discuss any questions and/or concerns that may surface during this transitional period. Although the logistics of this program has been brainstormed, it has not been implemented. It is the intent to begin the implementation of this program during the 2018-2019 school year.

Our middle school diverse learner students visit Ray Graham High School once per quarter to work on college and career skills. In addition, our students with identified severe and profound disabilities and their parents are invited to participate in a partnership with Chicago Vocational High School where they are able to personally view the available cluster program as an secondary option. We are currently in the process organizing and inviting various high schools to participate in our Annual High School Fair scheduled to take place September 2018. In addition to the planned high school fair, all 8th grade students will be encourage to attend a High School Investigation day. The school counselor will collaborate with the high school school counselor to coordinate high school investigation day activities and accompany students as needed.

In order to support the transition of our middle school students and students entering middle school, 5th - 8th grade students will participate in a "transition experiences" during the month of June. 5th grade students will visit the 6th grade classroom and obtain information about how to successfully transition to middle school. The presentation will include but not limited to, 6th grade promotion criteria, middle school rotation schedule, time management skills, how to prioritize and organization. 6th grade students will transition to the 7th grade classroom and obtain pertinent information about the importance of one's academic performance as it relates to high school admission opportunities, middle school rotation schedule, time management skills, organization and self advocacy. 8th grade students will participate in a 9th grade transition seminar coordinated by the school counselor and 8th grade teacher(s). During this seminar, 8th grade students will obtain information about how to read a transcript, how credits are earned and calculated and what to expect during Freshman year. Additional topics may include time management, organization, self advocacy and study skills.

At this time, 8th grade algebra is not available at this however this option will be reviewed/considered in the near future. 8th grade parents will participate in a Go CPS Parent Orientation 2 times a year with the first one taking place during Open House(October) followed by the second session in taking place in February. During the month of April-June, all 8th grade parents and students will participate in individual academic planning that will focus on high school projection.

Guide for Transitions, College & Career Access & Persistence

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships awarded ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> ✓ Everything College ✓ CPS Advisory Framework ✓ Preventing college plans from melting away ✓ To & Through Project ✓ Redefining College & Career Readiness ✓ College Scorecard 	<ul style="list-style-type: none"> ✓ CPS College Persistence Toolkit ✓ Meaningful Linkages Between Summer Programs, Schools, and Community ✓ From HS to the Future (CCSR, 2006)
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

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.

Score1 **2** 3 4**INSTRUCTION**

5 Essential Survey data reveals that Ambitious Instruction increased from a Neutral rating in 2015-2016 to a Strong rating in 2017-2018. Teachers are required to create assessments prior to planning instruction (Understanding by Design) as well as participate in the evaluation of their assessments using peer and personal feedback prior to administering to students. Additionally, teachers are required to complete deep dive data analysis of the assessments results and used the information gather from the item analysis to re-teach, re-assess and identify foundational trends to develop.

Neil's Agency, Authority and Identity focus is "Accountable Talk." Teachers decided to re-institute "Accountable Talk" in reading and math lessons as a part of the Agency, Authority and Identity in order to continue to develop and enhance student to student discourse, ensuring students are able to discuss content with confidence using background knowledge and citing evidence as support. Based upon REACH from 2016-2017 versus the 2015-2016 school year, implementing Accountable Talk has improved student discourse as evidenced by the Questioning and Discussion results increased 2015 to 2016. The results indicate that the number of proficient and distinguished obtained by teachers increased from 19% in 2015 to 69% and 0% to 2% respectively. Neil has also been more intentional about providing Small Group instruction to target students' foundational deficit skills as well as to extend the current instruction. Small group instruction is implemented school-wide in Reading and Math and is based upon students NWEA, mClass, and interim assessment results. Although teachers need to be more intentional about collecting progress monitoring data, the majority of the staff is intentionally planning small group instruction. Based upon the REACH Framework for teaching in domain 3c Engaging Students in Learning, the number of teachers receiving proficient and distinguished in this area increased from 18% to 75% and 2% to 4% from 2015 to 2016 respectively. Small group instruction is monitored through the review of teacher lesson plans, check-in visits, and informal/formal observations.

The school provides MTSS interventions to students across all grade levels. Currently, the middle school has piloted an intervention program grouping students during the intervention block based upon the results of the RIT scores across grade levels. The program currently does not have a progress monitoring tool, however, students receive direct instruction from the assigned intervention teachers in reading and math. The teachers also create individual learning paths for students, via "My Path," "Coach Digital," or "Common Core Progress," to work on independently using data obtained from NWEA or interim assessments.

Due to the high staff turn-over, the MTSS team has not been in full function. However, teachers do provide interventions and document them in the districts MTSS tool. The school is working to re-establish the protocol teachers can use to refer students to the next tier in addition to the districts requirement.

In the past, the school did not have a tool to collect writing data to determine students writing skills. Therefore, during the 2017-2018 school year, a consultant was hired to provide writing instruction to teacher through direct modeling with the students. A tool to determine the effectiveness has not been identified, however, the results of mastery for general education students on teacher made interim writing assessments focusing on one standard per cycle to date are as follows: 10th Week – Kindergarten 80%, 1st Grade – 68%, 2nd Grade – 91%, 3rd Grade – 100%, 4th -94%, 5th – 100% , 7th – 100% , and 8th – 81%; 15th week – Kindergarten 80%, 1st Grade – 50%, 2nd Grade – 39%, 3rd Grade – 51%, 4th -75%, 5th – 45% ,6th – 53%, 7th – 22% , and 8th – 25%; 15th week; and 20th week - 20th Week – Kindergarten 80%, 1st Grade – %, 2nd Grade – %, 3rd Grade – %, 4th -%, 5th – %, 7th – % , and 8th – %.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
 - Guide students to articulate the relevance of the objective(s) to learning.
 - Anticipate possible student misunderstanding.
 - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
 - Enable students to contribute to extending the content by explaining concepts to their classmates.
 - Build on students' language development and understanding of content.
 - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
 - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
 - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
 - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
 - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
 - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
 - Provide targeted supports to individual students or groups of students based on their identified needs.
 - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
 - Monitor progress and check for understanding for individual students.

- Change instructional practice based on analysis of current data.
- Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
- Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

Score

1 2 3 4

The 2017 MOY data indicated that 69% of 3rd - 8th grade population grew based on their NWEA performance in Reading, and 39% of 2nd - 8th grade students grew as well. Fifty-six percent of the 3rd - 8th grade students grew in math based on previous year's data from standardized tests, and 13.36% of the 2nd - 8th grade students met attainment in Math from the 2017 MOY data collection.

In 2017, Foundational Skills and Vocabulary are now emphasized from Pre-K through 8th grades. Primary grades are using a progress monitoring system where small groups meet twice a day for math and reading. Small groups are planned and intentionally focused on filling the needs in deficit areas in both reading and math. Monitoring is done in unison with scaffolding further instruction using daily exit tickets, and weekly exit tickets to be reviewed as a tool to guide instruction. A bi-weekly assessment to make sure that all students have mastered the skills, and to make sure foundations are firm before continuing on with more advanced learning.

Grade level teams are tasked with collaborating in order to provide peer feedback regarding task standards alignments with the CCSS. Each week a teacher is charged with providing a task assessment aligned with the CCSS to be reviewed and critiqued by their peers for improvement. This practice has been much more consistently utilized than in previous years, adding to the team meetings another level of depth with an interim assessment deep dive. Each teacher is required to prove alignment between standards and assessment questions, also providing many DOK (Depth of Knowledge) level 3-4 questions to each assessment, thereby increasing the rigor to be more reflective of the standardized assessments they take. Teachers must reflect on the rate of mastery for each student they serve, and make account for any student who did not have access to retakes. Percentage grades are recorded and shared involving each right or wrong answer on the assessment. After the deep dive, teachers are celebrated for where they showed accomplishment in their instruction based on the assessment, as well as offering encouragement for areas of possible improvement.

The school-wide grading policy requires teachers to input a minimum of 2 grades per week reflecting core instruction. The categories include homework, participation, classroom assignment, quizzes and an exam. For week 1 a grade for homework and participation. Week 2 a grade for an assignment and a quiz, week 3 a grade for homework and participation, week 4 a grade for an assignment and a quiz, and week 5 an exam and an assignment. Re-teaching and corrective instruction must occur when the class demonstrates less than 80% mastery on an assessment (which is a Neil decision as the network only requires a 70% or lower to be retaught) formative or summative or a student scores lower than 80% on an assessment, an expectation built in as an improvement from previous years of 10%. Though we are making improvements, grade book checks show that not all teachers are giving retakes with fidelity. Teachers are required to administer a re-take of the assessments within one week after re-teaching/corrective instruction and to enter the new grade under the retry 1 section in the Gradebook. Bases upon the school's on-track rate of 40.8 and review of quarters 1 and 2 Gradebooks, some teachers inconsistently provide an opportunity for tier II and III instruction, as well as determining mastery of the skill through assessments and re-assessment.

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
Measures	✓ SGRP Attainment and Growth
	Five Essentials: Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1.c. Selecting Learning Objectives
	1.e. Designing Student Assessment
	3.d. Using Assessment in Instruction
	4.a. Reflecting on Teaching & Learning
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
	4b. Maintaining Accurate Records
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

Teachers are required to use the Understanding by Design theory for planning weekly lessons. Reading and Math assessments are required to be uploaded along with lesson plans that align to rigorous learning task. Most teachers submit and upload reading and math assessments regularly; however alignment between the learning tasks and in some cases planned lesson may be incoherent. Grades must be entered within 5 days of the weekly assessment and used to determine future instruction. Based upon the review of quarter 2 and 3, teachers are inconsistently using Gradebook data to inform instruction, mostly providing only tier 1 instruction. Severe and profound classes use individual student profiles to implement, monitor and record student progress towards IEP goals. The information is used to determine future benchmark goals during annual reviews and re-evaluations. This practice is not consistent across all diverse learning classrooms.

On-track rate for the school at the 30th week of the 2018 school year was 40%. The on-track rate is affected by 3% of students being Homebound for the entire school year and 44% of students with truancy issues. A small group of students affect the ontrack rate based upon grades. The school has obtained a truancy agency to address students with attendance below 94%. The school continues to promote homeroom accountability attendance to encourage students to motivate peers to attend school every day. The Floating Trophy initiative is monitored daily. SWAG Initiative will be re- implemented during the fourth quarter to ensure maximize attendance. Additionally, 3rd - 8th grade students are required to self-monitor attendance and grades during SEL groups on college and career readiness. Neil uses a 3 tiered approach that has been developed with members of the MTSS and ILT.

The Jane A. Neil Pyramid of Interventions has 2 categories (Academic & Behavior) that we focus on as we address the needs of our students. We found that in the area of Academics that we are providing the following Tier I: Haggerty, Sight word, Close Reading, Small group instruction, SEL, Burst, mClass math, TRC, quick reads, and differentiated learning task. Tier II: Small group instruction, peer tutoring, Learning A-Z, close reading, targeted intervention, differentiated learning task. Tier III: Small group instruction, one on one (individualize instruction), goal setting. In the area of Behavior we found that we provide the following Tier I: CHAMPS, 2nd Step, SEL. Tier II: restorative practices, Individual counseling. Tier III: parent interview, student interview, goal setting. Data collection comes from our progress monitoring, easy CBM, individual counseling, assessments, exit slips, NWEA, TRC, Dibels, learning rounds, quick checks, functional analysis. To date Neil doesn't have an effective monitoring tool for Tier I through Tier III.

Guide for Multi-Tiered System of Supports

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

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

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 **3** 4

Based upon the 5 Essential Survey data from 2017 the school was rated "NEUTRAL" for collaborative teachers. Teachers are provided with 80 minutes per week to collaborate with their grade level cohorts and/or departments as well as with the diverse learning teachers. General Education and Diverse Learner teachers have the opportunity to determine their collaboration dates and times. However, there is no monitoring tool in place to show evidence that this is occurring and the impact on student achievement.

CHAMPs is a school-wide program that is used intermediately in the majority of the classrooms and during assemblies to set the expectations for activities and transitions. All staff has received training on CHAMPs and was provided with a CHAMPs book, to use as a resource. It is being inconsistently used throughout the building and there is not a monitoring tool in place to assess the effectiveness school-wide. However, the number of office referrals is less than 25% and suspension is currently at 0%.

Teachers communicate with students about the individual goals set, and help provide an action plan to intentionally guide students in obtaining their goals. The school facilitates a MOY and EOY assessment assembly in order to acknowledge student through receipt of awards, incentives and public recognition/praise for accomplishing pre-determined growth and attainment goals. In the 2018 MOY Assembly, 69% of the 3rd - 8th grade students received Growth awards for NWEA performance in Reading, and 39% of the 2nd - 8th grade students received awards Attainment awards for NWEA performance in Reading. 50% of the 3rd - 8th grade students received Growth awards for NWEA performance in Math, and 13.36% of the 2nd - 8th grade students received awards Attainment awards for NWEA performance in Math. Our primary students received awards as well for their TRC and mClass performance results. Eighty-five percent of the K-2nd grade students received growth awards for TRC performance in Reading, and 45.45% of K-2nd grade student received awards for reaching at or above on the TRC test. 34.5% of the K-2nd grade students received awards for being on target for the MOY mClass test.

The school continues to promote homeroom accountability by requiring teachers to report attendance percentages on the dry-erased boards outside of the classroom. Teachers are also required to report tardies on the Tardy Correction Log Google Doc. The SWAG (Students with Attendance Goals) incentive resumes for the fourth quarter. The classrooms must have 95% or better attendance percentage for the day to receive a letter. The classrooms that spells out SWAG for the week will receive an incentive for the following week. 3rd - 8th grade students are required to monitor their attendance and grades during SEL groups on college and career readiness.

Based upon the 5 Essential Survey data from 2017 the school was rated "NEUTRAL" for collaborative teachers, up from "WEAK" in 2014. Teachers are provided with 80 minutes per week to collaborate with their grade level cohorts and/or departments as well as with the diverse learning teacher. General Education and Diverse Learner teachers have the opportunity to determine their collaboration dates and times. However, there is no monitoring tool in place to show evidence that this is occurring and the impact on student achievement. Students set academic, behavior, and personal goals at the BOY to prepare them for a successful school year academically, socially, and emotionally. However currently, there is no monitoring tool in place to determine if students achieved their goals. CHAMPs is a school-wide program that is used intermediately in the majority of the classrooms and during assemblies to set the expectations for activities and transitions. All staff has received training on CHAMPs and was provided with a CHAMPs book, to use as a resource. It is being inconsistently used throughout the building and there is not a monitoring tool in place to assess the effectiveness school-wide. The number of office referrals in 2017 is 13% which is half that of previous years and there was only one suspension which is less than 1% as compared to 2014 showing less than 2%.

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

Neil school is characterized by high levels of relational trust between all school participants – it is 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 becoming even more highly respectful than in recent years, 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.

Based upon the 5 Essential Survey data the school has improved from “WEAK” in 2014 to “NEUTRAL”, which we have improved in 2017 to being “NEUTRAL” for collaborative teachers. Teachers are provided with 80 minutes per week to collaborate with their grade level cohorts and/or departments as well as with the diverse learning teacher. General Education and Diverse Learner teachers have the opportunity to determine their collaboration dates and times. However, there is no monitoring tool in place to show evidence that this is occurring and the impact on student achievement. Based upon the 5 Essential Survey data from in 2017, the school rating has improved to “WEAK” from “VERY WEAK” in 2014 for supportive environment. In an effort to address climate issues, a Culture and Climate team was created to address the needs of the students as well as the staff. The 5 Essentials indicate that the school was “not yet” organized in 2014, but since then, with the efforts made, the school is now rated “partially organized for improvement” in 2017. Staff continue to be more empowered to take leadership roles throughout the school. Teachers continue to lead the ILT, Grade Level teams, Climate and Culture team, Professional Developments, After School Programs, and are participating in the interviewing process of new potential staff members. Paraprofessionals are leading the school-wide hiring process, book fairs, attendance initiatives, honor roll initiatives, coordinating transportation, facilitating Restorative practices, and leveraging parent involvement. As a result of Teachers and Paraprofessionals taking on leadership roles, staff owns the growth and overall academic and social improvements.

Guide for Relational Trust

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

Score

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

1 2 **3** 4

The school has a variety of programs and extracurricular activities for students to engage in during and after the school day. The school applied for and received the Out of School Time Grant. Students signed up and participated in following OST (Out of School Time) sponsored programs: Reading and Math tutoring, Sewing Club, Color Guard, Sports (Cheerleading/Dance, and Art). The PE teacher and paraprofessionals coaches multiple sports teams this year including basketball, volleyball, track and field, floor hockey and soccer. These teams are available for students in 4th-8th grade. The school also partners with World Sports Chicago and Chicago State University to provide extra-curricular activities for diverse learning students. The programs include Track and Swimming. There are 14 students who participate in swimming lessons at the University. The track and field program is new this year and is sponsored by the Park District. To date, feedback from the teacher coaches are positive. Additionally, the swimming program is only 6 weeks each term. However, there is not a measurement tool to determine % of students learning specific techniques and/or skills for swimming.

Saturday school is offered to students in 3rd – 8th to provide target intervention and/or enrichment instruction for students based upon deficit areas in Reading and Math. Saturday school is 10 weeks total and has 2 sessions Jan – March and April – May. Approximately, 25% of the students attend both sessions with an average attendance of 90% each week. The summer of 2017, Neil was afforded the opportunity to receive a grant from Uber for a Primary Enrichment Summer program. The Summer Enrichment Program targeted reading and math for students going to first, second and third grades and it was a total of 5 weeks which averages 70% of students entered their instructional grade at or above reading levels. The 8th grade students participated in a peaceful protest against celebrating Christopher Columbus Day. They submitted a proposal in writing to Principal Knox stating reasons why we should not celebrate Christopher Columbus Day, which was approved. On the students' scheduled day off (Christopher Columbus Day) created various signs and marched in front of the school.

According to the 2016 5 Essentials Survey, the school was rated "weak" in Supportive Environment, which was an improvement from the previous survey which we were rated "very weak". Based upon this information, the school did re-establish the Student Council with the focus on student input/feedback in school operations, safety, instruction and social emotional learning. The Council is representative of individuals from 3rd -8th grade.

Guide for Student Voice, Engagement, & Civic Life

Study politics

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

- Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
 - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
 - Authentically **interact with civics leaders**
 - Students learn about community, city, state, and national civic leaders and their roles in civil society.
 - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.
- **Engage with their community**
 - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause
 - **Take informed action** where they work together to propose and advocate for solutions.
 - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
 - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
 - Experience a **Schoolwide civics cultur**
 - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
 - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
 - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
 - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ▪ MVNS Student Survey completion rates and results ▪ Artifact from student-run organizations and events (including SVCs) ▪ Meeting minutes/agendas that include student participation ▪ Policies regarding student engagement in decision making ▪ Service learning reports and/or reflections of all projects ▪ Unit and curriculum maps, rubrics, assessment artifacts ▪ Evidence of student work ▪ Democracy School recognition
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 3a. Engaging Students in Learning
CPS Performance Standards for School Leaders	D2. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HST Standards

Safety & Order:

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

Score

1 2 **3** 4

For 2017, Neil scored 81% in classroom disturbances, which is designated a “very strong” rating in the 5 Essentials Survey. In the same survey from 2014, Neil only scored a 53%, showing that we grew in that area by 28%. This also implies that Neil grew in Culture and Climate, Social Emotional ability and wellbeing of students, as well as teacher ability to manage classroom behaviors. Neil school is characterized by high levels of safety, order, caring attitudes, and genuine respect. Students feel physically and emotionally safe from harm, and adults are committed to actively maintain a safe and orderly school environment. The majority of the teachers utilize CHAMPs and/or restorative practices to address classroom management behaviors. Those who are not using CHAMPs with fidelity or ones who are new to CHAMPs or new to Neil are sent to professional development trainings, given books, resources, and discuss classroom management and how CHAMPs is used school wide, in all environments. The number of office referrals in 2017 is 13% which is half that of previous years and there was only one suspension which is less than 1% as compared to 2014 showing less than 2%.

Every day students renew their pledge to “SOAR” (Strive for Success, Own Your Actions and Act Respectively) at morning meeting in the gymnasium or outside when weather permits. SOAR outlines school-wide behavior expectations in a way that reminds students to be responsible, respectful, and to always try their best. The school has all these expectations posted throughout the building in the different areas (i.e. bathroom, cafeteria, common area, etc.). Students are expected to walk in a straight line at level 0 (silently) during transitions in the hall. The school uses the researched based whole brain instruction strategy to help students focus and quickly end personal conversations when instructions are needed to be given. For example, an adult says “Class, class”, students respond, “Yes, yes”. The students enjoy this gentle approach to asking for their attention, which allows everyone to calmly move forward. We also have a school wide hand signal to obtain all students and staff’s attention, which is raising a silent hand when a volume level of absolute zero is needed. Students overall respect and follow the school-wide expectations, as office referrals are less than 10% and suspensions are less than 1%, which is that that of the year 2014, and is also an area of considerable growth as an ever improving part of Jane A. Neil’s safety and order identity.

Neil has a school-wide behavior management plan which outlines which behaviors are considered classroom managed misconducts, and which are office managed. Additionally, classroom staff (Teachers and/or Assistants) are required to address a student’s re-occurring classroom managed misconduct at least 4 times prior to directing students to the office for related intervention, restorative assistance, or if necessary due to severity of the misconduct or repetitive nature thereof disciplinary action may at that time result.

Jane A. Neil School Strives to preserve the safety and well-being of all students and staff in many ways as are outlined in this section of safety and order, and we are dedicated to improving in all areas. Neil school knows that safety is a state of mind, so we strive to improve also by implementing school wide safety drills on a monthly basis. The school’s safety team has created and trained the staff on locations to use during evacuations as well as the procedures for lock-down, bus evacuation and tornado and disaster drills. Training occurred with the CPD to help staff understand the difference between soft and hard lock-downs, and leaving interior doors unlocked was noted as a vital growth area for us to work on, though all entry and emergency exit doors were locked at the time of each lock-down drill. The school conducted and passed all fire drills in 2017. The school has also completed the bus evacuation drill as well as the tornado/disaster drills. Students fully comply with all drills as they have been trained during the beginning of the year SOAR assembly and reminded monthly during morning meeting of the procedures for different emergency situations and their importance to adhere to safety guidelines.

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	
	<ul style="list-style-type: none"> ✓ MVMS score – "Safety" ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?
Suggested Evidence	<ul style="list-style-type: none"> ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Social Emotional Learning Supports (cps.edu/pdf)

Restorative Approaches to Discipline:

Score

1 2 3 4

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

Neil has a school-wide behavior management plan which outlines which behaviors are considered classroom managed misconducts, and which are office managed. Additionally, classroom staff (Teachers and/or Assistants) are required to address a student's re-occurring classroom managed misconduct at least 4 times prior to directing students to the office for related intervention, restorative assistance, or if necessary due to severity of the misconduct or repetitive nature thereof disciplinary action may at that time result.

The majority of the teachers utilize CHAMPs and/or restorative practices to address classroom management behaviors. Those who are not using CHAMPs with fidelity or ones who are new to CHAMPs or new to Neil are sent to professional development trainings, given books, resources, and discuss classroom management and how CHAMPs is used school wide, in all environments. In 2017, Neil school had about 10% office referrals which is half that of 2104 when overall office referrals were less than 20%.

The Behavior Management/Discipline Team uses Restorative Practices and conversations to address discipline/behavior issues as opposed to and in addition to consequences. The number of office referrals in 2017 is 13% which is half that of previous years and there was only one suspension which is less than 1% as compared to 2014 showing less than 2%.

The counselor and Social Worker conduct restorative conversation groups with students with re-occurring issues and/or in appropriate behaviors. Every day students renew their pledge to "SOAR" (Strive for Success, Own Your Actions and Act Respectively) at morning meeting in the gymnasium or outside when weather permits. SOAR outlines school-wide behavior expectations in a way that reminds students to be responsible, respectful, and to always try their best. The school has all these expectations posted throughout the building in the different areas (i.e. bathroom, cafeteria, common area, etc.). Students are expected to walk in a straight line at level 0 (silently) during transitions in the hall.

Neil is now using a school-wide whole brain instruction techniques to help students focus and quickly end personal conversations when instructions are needed to be given which goes, "Class, class", students respond, "Yes, yes". The students enjoy this gentle approach to asking for their attention, which allows everyone to calmly move forward. We also have a school wide hand signal to obtain all students and staff's attention, which is raising a silent hand when a volume level of absolute zero is needed. Students overall respect and follow the school-wide expectations, as office referrals are less than 10% and suspensions are less than 1%, which is that of the year 2014, and is also an area of considerable growth as an ever improving part of Jane A. Neil's safety and restorative approaches to discipline.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
 - A team meets regularly to organize systems that support a restorative environment.
 - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
 - Well-managed routines and transitions maximize instructional time.
 - Engage families as partners.
 - Contact families frequently to inform them of positive student behavior and progress.
 - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
 - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
 - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
 - Use data to determine which behaviors should be retaught or more heavily reinforced.
 - Explicitly teach expected behavior and positively reinforce consistently school-wide.
 - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**

- Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
- Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
- Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors. Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
- Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
- Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
- Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
- Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Evidence, Measures, and Standards

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

Parent and Family Partnership:

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

Score

1 2 3 4

The school offers a variety of activities, events and workshops for the school families and community to participate in order to engage in conversations with the Principal, teaching staff, and therapists. Parents/guardians have the opportunity to express their concerns regarding the school, instruction and social issues. Over the 2015 school year there has been a monthly parent morning social and farmer's market; quarterly assemblies to celebrate students perfect attendance, honor roll, and achievement on standardized tests.

The school has a fully functioning and active Parent Advisory Committee. The Committee meets monthly to discuss ways to engage and involve parents in the school.

NEIL CIWP PARENT COMPACT

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.)

Jane A Neil Elementary is dedicated to providing a respectful nurturing and supportive environment that fosters the intellectual, social, physical and emotional development of all students. Neil School's teachers, families and community members work collaboratively to engage all students in challenging academic experiences that integrate rigorous common core curriculum, differentiated instruction and authentic learning task ensuring that children reach their highest potential.

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

Parent conferences will be scheduled before and after school as needed throughout the school year at the request of parents, staff and /or administration to address academic, behavioral and/or attendance issues. Two parent/teacher conferences will also be held in November and April as determined by the district. Also, parents will have the opportunity to meet with teachers during open house to discuss expectations of the school year.

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

Parents will receive their child's report cards quarterly. Parents will also receive a copy of their child's MAP RIT score and/or TRC reading level at the middle of the year and end of the year. Parents will have access to the Parent Portal to review their children's grades weekly. Periodic assessments and class work will be sent home for review requiring parent signatures. Parents of diverse learners will receive individualized education plans including but not limited to assessment data to be reviewed annually. When

modifications to the individualized education plans are needed the Case Manager and the Related Service Provider team will schedule meetings with parents on a case by case basis.

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

Parents are encouraged to schedule appointments with their child's teacher/teachers before or after school and at the teacher's discretion during prep time. Only in emergency situations will access be provided for parents during instructional time with administration's approval. Additionally, parents have the option of communicating with teacher via email and or phone.

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

NEIL CIWP- GUIDE FOR RESTORATIVE APPROACHES TO DISCIPLINE

Parent Partnership:

The school develops strong parent partnerships characterized by involving parents in the instructional program, messaging expectations, fostering a better connection between the school and home, and inspiring participation and high levels of collaboration with families. The school provides opportunities for families to volunteer, build its parent community, and support the school's operations through activities including but not limited to participation on parent councils (e.g. PACs, BACs and PLNs).

There are high levels of communication between schools and families is mutual and two-way. Families have a way to voice concerns and schools address and respond to input.

Where to look for evidence

The school has multiple modes of communication to inform parents of activities, events and workshops occurring at the school for students, parents and/or community members. The school uses the website, school marquee, email blast, fliers, parent newsletters, in-school monitor, blackboard and robocall. Communications with parents occur at least once a month (parent newsletters and calendar) and intermittently based upon activities/events/workshop occurring during the week or month.

The school offers a variety of activities, events and workshops for the school families and community to participate in order to engage in conversations with the Principal, teaching staff, and therapists. Parents/guardians have the opportunity to express their concerns regarding the school, instruction and social issues. During the 2017-2018 school year there has been a monthly parent morning social and farmer's market; quarterly assemblies to celebrate students perfect attendance, honor roll, and achievement on standardized tests.

The school has a fully functioning and active Parent Advisory Committee with 9 members. The Committee meets monthly to discuss ways to engage and involve parents in the school. Currently, the PAC is working on a CCSS workshop for parents to help understand the CCSS shift in Literacy and Math.

NEIL CIWP- PARENT INVOLVEMENT POLICY

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

The Parent Advisory Committee and the Principal will meet monthly to review the NCLB Title I school parent involvement plan and policy as needed. The Principal will present to the PAC school wide assessment and attendance data for both general and diverse learners quarterly to monitor academic improvement school wide. The Parent Advisory Committee and the Principal will hold quarterly informational meetings to inform parents of school-wide academic progress. Parents are invited to assist and participate on the committee in the development of the CIWP. The Principal will conduct a quarterly CIWP meeting with the parents to review the progress.

The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, 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 involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in the NCLB, 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

Title I Annual Meeting was held on September 25, 2017 and the Title I PAC Organizational Meeting was held on October 10, 2017 to inform parents of the school's participation in NCLB Title I programs and identify the PAC officers. PAC meetings will be held monthly (see PAC Officers' Information Form) and will be informed via parent newsletters, fliers, robo calls, emails blasts and marquee display.

Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.

The Principal will conduct a State of the School address prior to October 1, 2017 to inform parents of the curriculum and academic tools used to measure students' progress as well as the proficiency levels students are expected to meet. Additionally, parents will be given a copy of the local, district and state assessment expectations. Additionally, all teachers will be required to provide parents with a year-long syllabus outlining grade level appropriate curriculum, evaluations and overall classroom expectations.

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

Parents will be invited to monthly PAC meeting. Parent/teacher conference will be bi-yearly, however conference can and will set up by parents and teacher at their availability. Parent surveys will be distributed bi-annually for their feedback and suggestion related to school academics as well as climate and culture. Parents will also be able to participate in monthly town-hall meetings with the Principal to address any issues and/or concerns voiced. Responses will also be communicated via parent newsletter and/or emails.

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

Parents will be provided with their child/children's state assessment results upon receipt to the school. Additionally MAP and TRC data will be provided at the conclusion of the testing window for all students. BOY and MOY data will also be shared during the bi-

annual parent-teacher conferences.

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 Principal will provide "not highly qualified teachers report" to parents as soon as it is received from the school district/State of Illinois. Additionally, a notice will be distributed each month to parents directly from the Principal, when students are receiving instruction from a substitute and/or temporary teacher that is considered "not highly qualified" according to the laws and rules for the state of Illinois.

Schools will assist parents of participating NCLB 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 Principal will conduct a State of the School address with parents and community at the annual open house. The content will include all local, network, and district-wide assessment information. Parents will be given the information about climate/culture expectations. Parent will be provided with their child's pin to access Gradebook Parent Portal to monitor their child's academic progress in the school. Parents will be provided workshops to assist them in understanding state and local assessment including alternative assessments. All shared information will be reinforced in the monthly parent newsletters.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

Parents will be offered workshops to assist them in working with their child/children to improve academic achievement. Parents will be provided additional resources monthly at the PAC meetings. Parents will be given access to online resources purchased by the school/district to support students at home (i.e. STRIDE and Learning A-Z).

Schools will educate all staff in the value and utility of contributions by parents and in how to reach out to, communicate and work with, parents as equal partners in the education of their children and in how to implement and coordinate parent programs and build ties with parents. Please describe how this will be accomplished.

The Principal will provide staff development opportunities to educate staff on the importance of parent involvement including strategies to build collaborative parent teacher relations. Teachers will contact parents daily when students are absent/ tardy, at least twice a month to share academic and behavior progress and provide resources to assist students in their continued overall academic and social growth. Teachers will maintain accurate and updated information in their Gradebook to ensure transparency with parents on student's weekly progress. Parents will be provided with teachers email addresses to maintain open and documented lines of communication.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent 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 in more fully participating in their children's education. Please describe how this will be accomplished.

Neil currently has Ready to Learn Pre-K grant which allows children 3 to 4 years old to attend school full day.

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

All parent information related to the school and parent programs, meetings, and other activities will be sent home in the preferred language of the parent/ student in writing including parent newsletters, calendars, robo calls, and emails blasts.

Guide for Parent and Family Partnership

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence

- ✓ Examples of communication methods and content
- ✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
- ✓ Outreach efforts
- ✓ Documentation of responsiveness to Parent Support Center concerns raised
- ✓ Event agendas, flyers
- ✓ Fundraising activities and amounts (if applicable)
- ✓ How does the school honor and reflect the diversity of families including language and culture?

Measures

- ✓ Five Essentials Score – Involved Families
- ✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust

Five Essentials Involved Families

ATSS Framework [Family & Community Engagement](#)

CPS Framework for [2c. Managing Classroom Procedures](#)

Teaching [4c. Communicating with Families](#)

CPS Performance Standards for School Leaders [D1. Engages Families](#)

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

- ✓ [Parent Support Centers](#)
- ✓ [Parent University](#)
- ✓ [Parent Portal](#)

CPS FEDERAL EFFICIENCY FUNDING

School Excellence Framework Priorities

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

3 Expectations for Quality & Character of School Life: Safety & Order

1 2 3 4 5

3 Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life

1 2 3 4 5

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
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National School Growth Percentile - Reading

Neil's reading growth percentile increased from 38% in 2016-2017 to 64% in 2017-2018. Neil has instituted practices that have resulted in intentional planning of instruction and use of research based practices to drive instruction as evidenced by this growth in data. As Neil continues to trend upward in literacy/reading, the team agreed to set a goal between 5% to 6% increase over the course of the next two years as current researched-based practices continue (i.e. gradual release for instructional delivery, UBD for instructional planning, PLC- for collegial conversations, SGI to address foundational deficits, etc.)

38.00	64.00	79.00	70.00	75.00
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National School Growth Percentile - Math

Neil's math growth percentile decreased from 52% in 2016-2017 to 40% in 2017-2018. Math continues to be area of development school-wide in instituting balance practices around the math CCSS shifts with fidelity as evidenced by the decline in data. Neil's ILT will focus on addressing challenging areas to improve school-wide Math growth trends. The team agreed to set an ambitious goal between 10% to 15% over the course of the next two years continuing the current researched-based practices continue instituted school-wide (i.e. gradual release for instructional delivery, UBD for instructional planning, PLC- for collegial conversations, SGI to address foundational deficits, etc.) as well as provide content specific professional development training across grade levels in mathematics.

52.00	40.00	43.00	60.00	70.00
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% of Students Meeting/Exceeding National Ave Growth Norms

Neil's % of students meeting/exceeding national average in 3rd - 8th decreased from 52% in 2016-2017 to 46.20% in 2017-2018. Due to the local school's accountability dynamics and instructional practices across all subjects, the team agreed to an ambitious goal of 5% to 10% growth over a two-year period.

52.00	46.20	63.00	55.00	60.00
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African-American Growth Percentile - Reading

Neil's reading priority group (African American) growth percentile increased from 36% in 2016-2017 to 66% in 2017-2018. Neil has instituted practices that have resulted in intentional planning of instruction and use of research based practices to drive instruction as evidenced by this growth in data. As Neil continues to trend upward in literacy/reading, the team agreed to set a goal of 5% increase over the course of the next two years as current researched-based practices continue (i.e. gradual release for instructional delivery, UBD for instructional planning, PLC- for collegial conversations, SGI to address foundational deficits, etc.)

36.00	66.00	79.00	70.00	75.00
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Hispanic Growth Percentile - Reading

N/A

(Blank)	(Blank)	0.00	0.00	0.00
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English Learner Growth Percentile - Reading

N/A

(Blank)	(Blank)	0.00	0.00	0.00
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Diverse Learner Growth Percentile - Reading

Neil has made increased strides in the DL priority group for growth in reading from 27% in 2016-2017 to 91% in 2017-2018. Although Neil exceeded the 2017 goal by 64%, the team agreed to a conservative goal of 1% each year over the course of the next two years, due to inconsistencies with placement and matriculation of DL students from central office,

27.00

91.00

16.00

60.00

65.00

African-American Growth Percentile - Math

Neil's math growth percentile decreased from 52% in 2016-2017 to 42% in 2017-2018. Math continues to be area of development school-wide in instituting balance practices around the math CCSS shifts with fidelity as evidenced by the decline in data. Neil's ILT will focus on addressing challenging areas to improve school-wide Math growth trends. The team agreed to set an ambitious goal of a 5% to 10% increase over the course of the next two years, continuing the current researched-based practices instituted school-wide(i.e. gradual release for instructional delivery, UBD for instructional planning, PLC- for collegial conversations, SGI to address foundational deficits, etc.) as well as provide content specific professional development training across grade levels in mathematics.

52.00

42.00

41.00

50.00

55.00

Hispanic Growth Percentile - Math

N/A

(Blank)

(Blank)

0.00

0.00

0.00

English Learner Growth Percentile - Math

N/A

(Blank)

(Blank)

0.00

0.00

0.00

Diverse Learner Growth Percentile - Math

Neil has made increased strides in the DL priority group for growth in math from 28% in 2016-2017 to 35% in 2017-2018. Although Neil exceeded the 2017 goal by 7%, the team agreed to an ambitious goal of 5% to 10% over the course of the next two years, due to inconsistencies with placement and matriculation of DL students from central office,

28.00

35.00

15.00

42.00

50.00

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

Neil's National School Attainment percentile in reading increased from 14% in 2016-2017 to 16% in 2017-2018. Although there was only a 2% increase in the percentage of students achieving attainment, Neil will continue to institute practices that have resulted in teachers intentional planning of instruction and use of research based practices to drive instruction as evidenced by the 2% increase in attainment over the course of the one year. As Neil continues to trend upward in literacy/reading, the team agreed to set an ambitious goal between 12% to 15% increase over the course of the next two years as current researched-based practices continue (i.e. gradual release for instructional delivery, UBD for instructional planning, PLC- for collegial conversations & planning, SGI to address foundational deficits, etc.)

14.00

16.00

36.00

28.00

35.00

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

Neil's National School Attainment percentile in math decreased from 11% in 2016-2017 to 8% in 2017-2018. Math continues to be area of development school-wide in instituting balance practices around the math CCSS shifts with fidelity as evidenced by the decline in data. Neil's ILT will focus on addressing challenging areas to improve school-wide Math attainment trends. The team agreed to set an ambitious goal between 5% to 10% over the course of the next two years continuing the current researched-based practices continue instituted school-wide(i.e. gradual release for instructional delivery, UBD for instructional planning, PLC- for collegial conversations, SGI to address foundational deficits, etc.) as well as provide content specific professional development training across grade levels in mathematics.

11.00

8.00

14.00

24.00

30.00

National School Attainment Percentile - Reading (Grade 2)

Neil's National School Attainment percentile for 2nd graders in reading increased from 17% in 2016-2017 to 42% in 2017-2018 demonstrating a 25% gain over the course of one year. Neil will continue to institute practices that have resulted in teachers intentional planning of instruction, use of research based practices and regular progress monitoring to drive instruction as evidenced by the 25% increase in attainment over the course of the one year. As Neil continues to trend upward in literacy/reading at the 2nd grade level, the team agreed to set an ambitious goal between 15% to 20% increase over the course of the next two years as current researched-based practices continue (i.e. gradual release for instructional delivery, UBD for instructional planning, PLC- for collegial conversations & planning, SGI to address foundational deficits, etc.)

17.00 42.00 21.00 60.00 70.00

National School Attainment Percentile - Math (Grade 2)

Neil's National School Attainment percentile for 2nd graders math decreased from 24% in 2016-2017 to 21% in 2017-2018. Math continues to be area of development school-wide in instituting balance practices around the math CCSS shifts with fidelity as evidenced by the decline in data. Neil's ILT will focus on addressing challenging areas to improve school-wide Math attainment trends. The team agreed to set an ambitious goal between 15% to 20% increase over the course of the next two years continuing the current researched-based practices instituted school-wide(i.e. gradual release for instructional delivery, UBD for instructional planning, PLC- for collegial conversations, SGI to address foundational deficits, etc.) as well as provide content specific professional development training across grade levels in mathematics.

24.00 21.00 19.00 30.00 40.00

% of Students Making Sufficient Annual Progress on ACCESS

N/A

(Blank) (Blank) 0.00 0.00 0.00

Average Daily Attendance Rate

Neil's attendance normally stabilizes between 91% and 92% yearly due to the large number of students who receive homebound, outpatient or in-patient hospital care. Currently, approximately 8% of Neil's students receive out-of-school medical care (Homebound, IHIP, hospitalized, etc.).Therefore, the team agreed to a conservative goal of .50% of growth in attendance each year.

92.70 92.10 94.00 93.00 93.00

My Voice, My School 5 Essentials Survey

N/A

(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
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Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

Implement a Multi-tiered system of support based upon the students identified areas of need and or strengths

a decrease in achievement gaps, chronic absenteeism and behavior infractions

an increase in student attainment and the culture and climate of the student body.

Tags:

Area(s) of focus:
2

Action step

Responsible

Timeframe

Status

Identify a MTSS team

Counselor/ Case
Manager

select

Not started

MTSS, Academic supports

Create a MTSS Protocol Tool (a tool to determine how students are tiered and referred for Specialized Services)	MTSS Team	Aug 27, 2018 to Jun 26, 2020	Not started
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MTSS, Data Use

Train Staff on the MTSS protocol and MTSS district logging tool	MTSS Team	Aug 27, 2018 to Jun 26, 2020	Not started
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Teacher Teams/Collaboration

Create and update the personal learning plans for tier 2 and 3 students (detail interventions to be provided to students)	Classroom Teacher & MTSS team member	Aug 27, 2018 to Jun 26, 2020	Not started
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Professional Learning, Teacher Teams/Collaboration

Progress monitor and evaluate interventions and its effectiveness in order to adjust students' tier	MTSS, Teacher Team, ILT	Aug 27, 2018 to Jun 19, 2020	Not started
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MTSS, Data Use, Teacher Teams/Collaboration

Strategy 2

If we do...

Implement protocols quarterly to analyze data to inform evidence based instructional practices

...then we see...

teachers intentional planning for whole group, small group and individualized instruction in order to develop students' foundational knowledge as well as strategically implementing grade CCSS and NGSS standards

...which leads to...

reduction in the school-wide achievement gap, as well as an increase number of students performing at grade level and demonstrating growth as measured by teacher, district and state assessments

Tags:

Instruction

Area(s) of focus:

1

Action step

Revise Reading and Math Pacing Guides for K-8 in order to strategically plan and assess instruction over the full scope of standards based upon school assessment plan.

Responsible

ILT; Reading and Math Teacher Leaders

Timeframe

Aug 6, 2018 to May 1, 2020

Status

Not started

Literacy/Reading, Math, Core Instruction, Teacher Teams/Collaboration

Teachers meet at the beginning of each assessment cycle to review and analyze interim assessments as a grade level and provide feedback for instruction.	Grade Level teams/leads	Aug 27, 2018 to Jun 21, 2019	Not started
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Core Instruction, Professional Learning, Teacher Teams/Collaboration, Assessment design

Teachers meet immediately following assessment cycles to analyze results of assessments and determine strategic plan to address students deficiencies	Individual Teachers, Grade Level Lead	Aug 27, 2018 to Jun 19, 2020	Not started
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Core Instruction, Data Use, Teacher Teams/Collaboration, Interventions

Implement Small Group Instruction based upon data of formal, summative, interim and district assessments.	Classroom teacher	Sep 3, 2018 to Jun 13, 2020	Not started
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MTSS, Interventions and supports

Strategy 3

If we do...

Established quarterly meetings to expose parents to the various aspects of the school community (i.e. teaching and learning, culture & climate, social/emotional leaning and safety & order) in order fully engage them in the holistic instructional practices

...then we see...

parents willingness to support school-wide efforts, such as attendance, academics and behavior

...which leads to...

increased individualize attendance, decrease in behavioral infractions and overall improvements in academics as evaluated by local and district assessments

Tags:

Attendance, Climate and Culture, Family and Community Engagement

Area(s) of focus:

3

Action step

Responsible

Timeframe

Status

Conduct school level parental surveys and town hall meetings bi-annually to identify and address parental concerns as well as share school-wide practices and expectations

ILT/MTSS/Administration

Dec 3, 2018 to Jun 12, 2020

Not started

Climate and Culture, Family and Community Engagement

Implement a school-wide curriculum night in order to provide parents with knowledge of CCSS and NGSS

Teacher teams/ILT

Sep 3, 2018 to Mar 27, 2020

Not started

Core Instruction

Create a campaign to increase the number of parents signed up for parent portal

Counselor

Sep 3, 2018 to May 1, 2020

Not started

Core Instruction, Family and Community Engagement

Action Plan

Strategy 1

NOT STARTED

Identify a MTSS team"

- Counselor/ Case Manager

Status history

May 20

NOT STARTED

May 20, 2018

Evidence

Meeting Agenda, Sign-in Sheets and minutes

NOT STARTED

Create a MTSS Protocol Tool (a tool to determine how students are tiered and referred for Specialized Services)"

Aug 27, 2018 to Jun 26, 2020 - MTSS Team

Status history

May 20

NOT STARTED

May 20, 2018

Evidence

Actual Protocol and directions for implementation

NOT STARTED

Train Staff on the MTSS protocol and MTSS district logging tool"

Aug 27, 2018 to Jun 26, 2020 - MTSS Team

Status history



May 20

NOT STARTED

May 20, 2018

Evidence

Agenda, sign-in sheets, exit survey ticket and completed practice protocol

NOT STARTED

Progress monitor and evaluate interventions and its effectiveness in order to adjust students' tier"

Aug 27, 2018 to Jun 19, 2020 - MTSS, Teacher Team, ILT

Status history



May 20

NOT STARTED

May 20, 2018

Evidence

review of 5th week MTSS district reports, teacher progress monitoring binders and teacher made assessment results

NOT STARTED

Create and update the personal learning plans for tier 2 and 3 students (detail interventions to be provided to students)"

Aug 27, 2018 to Jun 26, 2020 - Classroom Teacher & MTSS team member

Status history



May 20

NOT STARTED

May 20, 2018

Evidence

Students personal learning plans in the districts MTSS logging tool

Strategy 2

NOT STARTED

Teachers meet at the beginning of each assessment cycle to review and analyze interim assessments as a grade level and provide feedback for instruction."

Aug 27, 2018 to Jun 21, 2019 - Grade Level teams/leads

Status history



May 20

NOT STARTED

May 20, 2018

Evidence

Calendar for meetings, Interim Assessments with peer feedback, sign-in sheet and agenda

NOT STARTED

Revise Reading and Math Pacing Guides for K-8 in order to strategically plan and assess instruction over the full scope of standards based upon school assessment plan."

Aug 06, 2018 to May 01, 2020 - ILT; Reading and Math Teacher Leaders

Status history



May 20

May 20

NOT STARTED May 20, 2018
Evidence
Revised pacing guide for K through 8

NOT STARTED
Teachers meet immediately following assessment cycles to analyze results of assessments and determine strategic plan to address students deficiencies"
Aug 27, 2018 to Jun 19, 2020 - Individual Teachers, Grade Level Lead

Status history



NOT STARTED May 20, 2018
Evidence
Calendar for meetings, Deep Dive Results, agenda and sign-in sheets

NOT STARTED Implement Small Group Instruction based upon data of formal, summative, interim and district assessments."
Sep 03, 2018 to Jun 13, 2020 - Classroom teacher

Status history



NOT STARTED May 20, 2018
Evidence
Lesson plans with SGI plans included, progress monitoring notes/results and SGI assessments

Strategy 3

NOT STARTED
Conduct school level parental surveys and town hall meetings bi-annually to identify and address parental concerns as well as share school-wide practices and expectations"

Dec 03, 2018 to Jun 12, 2020 - ILT/MTSS/Administration

Status history



NOT STARTED May 20, 2018
Evidence
Parent Survey, Meeting agenda

NOT STARTED Implement a school-wide curriculum night in order to provide parents with knowledge of CCSS and NGSS"
Sep 03, 2018 to Mar 27, 2020 - Teacher teams/ILT

Status history



NOT STARTED May 20, 2018
Evidence
Flier, Sign-sheets, agenda

NOT STARTED Create a campaign to increase the number of parents signed up for parent portal"
Sep 03, 2018 to May 01, 2020 - Counselor

Status history

May 20

NOT STARTED

May 20, 2018

Evidence

Parent portal data

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

ESSA Program

ESSA Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy

Complete

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

Parents will be invited to participate and attend meetings regarding parent involvement plan and policy. During the beginning and mid-year State of the School Addresses parents will be invited to provide feedback in requested adjustment to improve current 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 Principal will hold an annual meeting before October 1st to inform parents of the school's participation in NCLB Title I programs. During this meeting material will be distributed to parents explaining their rights to involvement in Title I programs and explain Title I requirements. PAC meeting will be held monthly and open to all parents. Parent events, activities and workshops will be scheduled throughout the school year. Parents will be informed via parent newsletters, flyers, robocalls, email blasts and marquee display.

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

Parents will be invited to monthly PAC meetings. Parent/teacher conference will be bi-yearly, however parent-teacher/administrator conferences can and will be set up by parents and teachers at a mutually agreed upon time. Parent surveys will be distributed bi-annually for their feedback and suggestions related to their children's education. The results of the surveys will direct desired parent workshops as well as school-wide programs and initiatives.

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

Parents will be provided with a copy of their student(s) state assessment results upon receipt to the school. Additionally, NWEA, mClass, SANDI, PARCC, and DLM data along with a brief explanation of how to read and interpret the data will be provided at the conclusion of the testing window for all students.

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

Parents will be provided information regarding Title I programs, it's description and explanation of the school's curriculum and academic assessment tools (NWEA, mClass, PARCC, DLM, and SANDI) Parents will receive a full syllabus at the beginning of the year outlining classroom curriculum, evaluation and academic classroom expectations. The Principal will share beginning of the year, middle of the year, and end of the year assessment, on-track status, attendance and discipline data during State of the School Addresses.

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 Principal will conduct a State of the School address with parents and community at the annual open house. The content will include all local, network, and district-wide assessment information. Parents will be given the information about climate/culture expectations. Parent will be provided with their child's pin to access Gradebook Parent Portal to monitor their child's academic progress in the school throughout the year. Staff contact information (i.e. email address/school phone number) will be shared with parents via parent newsletter to allow opportunity for parents to connect with teachers regarding student progress. Additionally, teachers will be required to provide any additional contact information in their syllabus.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

Parents will be offered workshops to assists them in working with their child/children to improve academic achievement. Parents will be provided additional resources monthly (i.e. Parent workshop) via parent newsletter. Parents will be given access to on-line resources purchased by the school/district to support students at home (i.e. Reading A-Z, Coach Digital, MyPath, Pathblazers, etc.).

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 Principal will provide staff development opportunities to educate staff on the importance of parent involvement including strategies to build collaborative parent teacher relationships. Teachers will contact parents daily when students are absent/ tardy, and communicate progress and share best practices. Teachers will maintain accurate and updated information in their Gradebook to ensure transparency with parents on student's weekly progress. Parents will be provided with teachers email addresses to maintain open and documented lines of communication. Teachers will provide parents with a copy of their classroom newsletters as well as notices about curriculum and events occurring in the classroom or school-wide.

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.

Neil currently has Ready to Learn Pre-K grant which allows children 3 to 4 years to attend school full day. Parents will be invited to volunteer at least twice a year to support the classroom. Parents and four-year olds will also be able to participate in the "Step to Kindergarten" program (i.e., events to discuss transition from Pre-K to Kindergarten and difference in learning expectations.)

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

All parent information related to the school and parent programs, meetings, and other activities will be sent home in the preferred language of the parent/ student in writing including parent newsletters, calendars, robo calls, and emails blasts, whenever applicable.

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.)

Jane A Neil Elementary is dedicated to providing a respectful nurturing and supportive environment that fosters the intellectual, social, physical and emotional development of all students. Neil School's teachers, families and community members work collaboratively to engage all students in challenging academic experiences that integrate rigorous common core curriculum, differentiated instruction and authentic learning task ensuring that children reach their highest potential.

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

Parent conferences will be scheduled before and after school as needed throughout the school year at the request of parents, staff and /or administration to address academic, behavioral and/or attendance issues. Two parent/teacher conferences will also be held in November and April as determined by the district. Also, parents will have the opportunity to meet with teachers during open house to discuss expectations of the school year.

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

Parents will receive their child's report cards quarterly. Parents will also receive a copy of their child's NWEA Report and/or TRC reading level at the middle of the year and end of the year. Parents will have access to the Parent Portal to review their children's grades weekly. Periodic assessments and class work will be sent home for review requiring parent signatures. Parents of diverse learners will receive individualized education plans including but not limited to assessment data to be reviewed annually. When modifications to the individualized education plans are needed the Case Manager and the Related Service Provider team will schedule meetings with parents on a case by case basis.

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

Parents are encouraged to schedule appointments with their child's teacher/teachers before or after school and at the teacher's discretion during prep time. Only in emergency situations will access be provided for parents during instructional time with administration's approval. Staff emails will be shared with parents for their convenience.

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

All parents are encouraged to volunteer. However, they must complete the district's required volunteer packet before volunteering in classrooms. All parents will be directed to the volunteer page on cps.edu. Parents will be encouraged to volunteer to chaperone on field trips, and assist with special school projects, events, and activities. Teachers may request parents to observe their classes with Administration approval. Parents requesting to observe their child in class must make their request 48 hours in advance.

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

Parents will be asked to ensure that their child's homework is completed and returned to the teacher in a timely manner. When their child is absent the parent will send a note explaining the reason for the absence. Teachers will provide correspondences informing parents of special classroom projects, supplies needed, and additional resources within the community that are available to further improve student content knowledge and academic skills. Parents will be asked to participate Curriculum Day/Night as well as participate in district's parent-teacher-conference. Parents will ensure their child attends school every day and monitor their academic progress in the Parent Portal. Parents will maintain open lines of communication with their child/children's teacher.

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

The Local School Council will assist and participate in making decisions related to the education of all students. Parent will be encouraged to attend LSC monthly meetings, NCLB PAC meetings, schedule conferences; complete periodic parent surveys and needs assessments. Parent of diverse learners will receive notice of conference to participate in their child's IEP. Two-way communication logs will be generated in diverse learner class, as necessary, to allow monitoring of student's progress at school and home. Parents will also have the opportunity participate in the monthly town-hall meetings with the Principal.

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

Students will take responsibility of their individual success by being at school every day and on time, monitoring grades and completing assignments, participating in after school and Saturday school enrichment/ interventions, coming prepared for class. Students will monitor their own behavior as well as participate in restorative practices and conversations. Additionally, students will come prepared for class with necessary and required materials, text, completed assignments, as well as positive and respectful attitude. Students will be required to state and adhere to the school pledge daily. Lastly, students must always be respectful, responsible and be in control.

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.

Neil's PAC 2018-2019 goals is to assist parents increasing their knowledge of CCSS in order to support their child(ren) and work collaboratively with the school as well as provide familial and community supports to parents with students with DL learning, physical, and medical needs.

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.	\$ 800 .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.	\$ 445 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 415 .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.	\$ Amount .00
<p>54205</p>	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ Amount .00

<p>54565</p>**Reimbursements**

Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.

\$	Amount	.00
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<p>53510</p>**Postage**

Must be used for parent and family engagement programs only.

\$	Amount	.00
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53306 **Software**

Must be educational and for parent use only.

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

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

\$	Amount	.00
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