



Henry Clay Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
02/08/2018	Jennifer Laurincik, Leslie Hannah, John Miklaszewski, Angela Barrett, Shelita Preston, Kim McCarthy, June Robles, Claudia Polovina, Tina Hajjar	Completion of SEF survey and selection of priorities
02/22/2018	John Miklaszewski, Angela Barrett, Lance Kenzinger, Nick Fuentes, Guadalupe Valerio, Shelita Preston, Tina Hajjar, Claudia Polovina, Leslie Hannah, Jennifer Laurincik	Complete a "deep dive" of one priority - Leadership and Collective Responsibility; using the SEF Framework and Priority Descriptors, highlight effectiveness of each descriptor using red, yellow, green
03/08/2018	Shelita Preston, Tina Hajjar, Angela Barrett, Lance Kenzinger, Claudia Polovina, Kim McCarthy, Nick Fuentes, Guadalupe Valerio	Complete "deep dives" of 2 priorities - MTSS and Culture of Learning
03/22/2018	Jennifer Laurincik, Nick Fuentes, Leslie Hannah, Guadalupe Valerio	Creating strategies and Action Steps for priorities
04/04/2018	Leslie Hannah, Jennifer Laurincik, Nick Fuentes, Sue Mercon, Toni Islas, Guadalupe Valerio	Review of strategies/action steps

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

1 **2** 3 4

Performance Standard A5: A shared vision and mission was collaboratively created however, there is limited implementation and it is not fully aligned to data-driven decision-making; D4: Expectations for staff and students are high, however, expectations need to be followed up with and monitored using a streamlined tool; A1: Current CIWP priorities and milestones do not always drive instructional decision-making and data-driven practices; School demographics taken into account when developing the Vision; Administrative team builds capacity among staff, parents, and students with regards to training and leadership development opportunities; 5 Essentials survey results 2016-17 indicate that teachers feel program coherence, shared leadership, and collaborative teachers are areas in need of development; 40% Teachers report that the principal is an in-effective manager who makes the school run smoothly

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 has been restructured to include strategic teacher leaders and relevant stakeholders; ILT agendas and minutes reflect a clear data-driven focus of improving teaching and learning, and take place a minimum of 2 times per month; Teacher team agendas reflect the instructional focus of the ILT; ILT meetings are productive and are dedicated to collecting data and analyzing evidence in an effort to maximize school improvement; A1: ILT will analyze the current state of the school and will support the development of the 2018-2020 CIWP; ILT Effectiveness Rubric Score; ILT celebrates small successes and focus on small, manageable improvements, ILT members disseminate information to TTM's and follow up to monitor effective implementation; 32% Teachers report that a member of the ILT does not know what's going on in my classroom; 36% Teachers report that a member of the ILT has provided me with the support I need to improve my teaching

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	Effective Leaders Collaborative Teachers
MTSS Framework:	Shared Leadership_Evaluation of MTSS
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4a. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CQWP 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:

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

Score

1 2 3 4

Performance Standards B2: Administrative team creates monitoring tools with specific look-fors to observe staff and provide feedback for improvement; B6: ongoing professional development is provided by admin team, teacher leaders, network staff, and outside experts: REACH 4A: Teachers are improving with regards to reflecting on teaching and learning as evidenced in their 4A rating; 4D: teachers attend relevant professional development opportunities, funded through the school, and engage in teach-back sessions with their colleagues; SQRP school wide growth measures for Math declined in the 2016-17 SY as well as grade 2 attainment for Math

Guide for Professional Learning

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

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

1 2 3 4

School wide master schedule includes an uninterrupted literacy block in grades K-4; an MTSS period has been built into the school-wide schedule to provide students in grades with tiered academic and SEL interventions for 60 minutes per day; teacher retention rate is extremely high, a majority of our staff has been at Clay for 10-15 years or more; A3: resources are allocated in the budget to support and enhance student learning; Diverse learner teachers and content area teachers are provided some common planning time to vertically plan with grade-level colleagues, however additional planning time is needed; Our CISC (Communities In Schools of Chicago) external partnership resources are aligned to our school wide priorities

Guide for Aligned Resources

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

1 2 3 4

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

Teachers are aware of and are required to follow the Network 13 Scope and Sequence for Mathematics (which is based upon the IBSE model) and Literacy Frameworks and Goals. Mathematics and Literacy are sequenced and well aligned. Teachers have attended appropriate training sessions and participate in ongoing professional development. Co-teaching is utilized in some classrooms to support diverse learners. Performance Standards for School Leaders C1: administrative team creates a culture that supports SEL. Framework for Teaching 3A; 3C indicate teachers trending basic; 2016-17 SQRP Attainment and Growth percentages are as follows: Reading Growth - 79%, Math Growth - 43%; Attainment 3-8 Reading - 68%; Attainment 3-8 Math - 54%; Attainment Grade 2 Reading - 52%; Attainment Grade 2 Math - 38%

Guide for Curriculum

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

Evidence, Measures, and Standards

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

Instructional Materials:

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

Score

1 2 **3** 4

Our Mathematics curriculum (GO Math!) has many levels of adaptability, include differentiated practice, instruction and assessment. Additionally, our math curriculum includes online resources for review, practice and is available in Spanish. We purchased Reading Street complete curriculum in 2016 to support literacy instruction in grades k-5.; online curricular programs including Stride Academy, Accelerated Reader, RAZZ Kids, Reading A-Z, Bluestreak Math were purchased support high quality instruction. Students are able to utilize this resource across all subject areas. Small group instruction, particularly in literacy, is designed to meet students at their instructional level through RIT-band based groupings. Whole group instruction is focused at the 70th percentile for Reading and 72nd percentile for Math to ensure rigorous learning in a scaffolded environment.

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 ✓ UCA 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

Teachers follow scope and sequence in the core academic areas. At grade level meetings teachers share student work and accept feedback for future improvements. Content area teachers coordinate and plan for cohesive instruction. Administration and ILT members visit classrooms to verify pacing, data analysis and grouping methods. Student work is expected to be displayed in a timely manner with rubrics and feedback available, as well as the standard identified. Teachers use math talks and MARS tasks in math to develop discourse and rigor; Internal Learning Walks and Instructional Visits with monitoring tools provide opportunities to identify rigorous learning tasks

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<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	<ul style="list-style-type: none"> 1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	Teaching for Robust Understanding in Mathematics (TRU Math)
✓	Math Practices: What to Look For (Observation Tool)
✓	Checking In: Do Classroom Assignments Reflect Today's Higher Standards?
✓	Student Work Protocol (SQRP)
✓	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)

Through our SEL curriculum, including Second Step and Responsive Classroom we are supporting students in their development of self-awareness which prepares and equips them to make thoughtful, responsible decisions that will effect their future. We offer enrichment classes such as Pre-Algebra and Algebra to increase student's math achievement and success, enabling them to take more challenging courses in high school. Other after school enrichment activities such as Battle of the Books, Common Threads Family Cooking, Small Bites healthy snack program, Girls Club etc. involve our students in diverse aspects of life and provide them opportunities to explore potential careers and hobbies. Each year we have increased the number of students accepted into Selective Enrollment High Schools, Military Academies and International Baccalaureate programs. Our students are well prepared with diverse backgrounds to explore the potentials of the world around them. Students visit colleges on field trips, write letters to colleges, and college and career pennants and literature are posted throughout the building; Performance Standards for School Leaders C2: administrative team sets high expectations for all learners and promotes secondary and post-secondary education; Naviance data indicates a need for additional support

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 earned ✓ 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	

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 **2** 3 4

A majority of teachers post objectives in classrooms, yet do not consistently verbalize what the learning objectives are and have students to communicate the objective and the importance of the learning. There are several teachers who use open ended high-level questions and engage students in authentic discussion. This is a developing characteristic for other teachers who are moving toward this goal. There is evidence of flexible grouping in most classrooms. There is limited evidence of rigorous learning tasks.

The school as a whole has adopted a plan toward goal setting for each individual student, which allows the teacher to check and unify an understanding of where they think the child is and compare it to a student's self-evaluation. REACH trends indicate a need for development of professional practice in 3B Questioning and Discussion Techniques and 3C Engaging Students in Learning; SQRP percentages for Attainment and Growth are as follows: Reading Growth - 79%, Math Growth - 43%; Attainment 3-8 Reading - 68%; Attainment 3-8 Math - 54%; Attainment Grade 2 Reading - 52%; Attainment Grade 2 Math - 38%

Guide for Instruction

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

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

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

Score

1 2 3 4

Teachers utilize an agreed upon grade distribution percentages for all subjects in all grade levels. Teachers submit weekly lesson plans which list objectives and standards. Assessments are not always clearly noted in the lesson plans. The Assistant Principal monitors lesson plans, and surveys Gradebook every 2-3 weeks looking for reasonable grade distribution and ensuring grades are current. Continuing to look to coordinate better integration of ELL students and support for reentry into general education classes. Our On-Track record has improved throughout the year; 25th Week On-Track Rate is 45.6%; Students Off-Track in Grade 3 = 8, Grade 6 = 4, Grade 8; Creating a balanced assessment cycle is necessary to progress monitor our Stride Academy 5 week formative assessments in an effort to identify gaps and improve student achievement

Guide for Balanced Assessment & Grading

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
	✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives
	1a. Designing Student Assessment
	3d. Using Assessment in Instruction
	4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
✓	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

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The school as a whole is progressing toward support for multi-tiered students. We have created a menu of options for Tier 1-3. We are currently working on criteria for students to enter/exit tiers. We are lacking a system in place to determine if these supports are working. This year we have revamped our Check-In, Check-Out program for tier 2 intervention. Time has been built into the schedule for 5th-8th graders to receive ELA and Math support in the computer lab Monday-Thursday and for SEL interventions on Fridays. We provide after school programs such as, OST, Algebra, and additionally, we have several teachers who devote time after school to support students who are having difficulties. We offer STRIDE Academy as a Tier 1 and 2 intervention as well as BlueStreak Math, RAZ-Kids and NWEA targeted After School Program. An Anger Engagement program was created, but it is still developing; 25th Week On-Track Rate is 45.6%; Current Attendance Rate is 93.7%

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

Students are encouraged to be in school daily by using wake up calls, home visits, as well as classroom, school wide, teacher and parent incentives for attendance. Students are honored for attendance and honor roll on a quarterly basis in front of the entire school community. Grading system is posted in all classrooms. School wide behavior (ROAR) and classroom expectations are posted throughout the building. Character counts awards are given quarterly to students that exhibit high quality SEL characteristics. NWEA school wide goals have been set, as well as grade level and individual student goal setting. The school wide and grade level goals are posted throughout the building. Objectives are posted in all classrooms and addressed by the classroom teachers prior to, throughout and at the end of instruction. The use of the SEL programs such as Peace Circles, Check-in, Check-out, Second Step and Responsive Classroom, supports the culture of learning in the classroom especially through the use of Morning Meetings. Morning Meetings set the tone for the day and provides time for all students to have a voice, however only a few teachers are still implementing Morning Meeting. Rigorous tasks are being provided through the MARS task at the beginning and end of units. Student to student discourse is occurring more in the classrooms during Math Talks and small groups. The ILT has been actively providing support for their peers to implement more student-student discourse as well as Agency, Identity and Authority. Teachers are providing students with instructional feedback on their work and during class discussions; 5 Essentials Data is as follows: 40% Teachers report that the principal is an in-effective manager who makes the school run smoothly
 Teacher Influence: 60% Teachers report they do not plan how discretionary funds should be spent; 59% Teachers report they do not participate in determining the content of in-service programs; 56% Teachers report they do not establish curriculum and instructional programs

Guide for Culture for Learning

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

Evidence, Measures, and Standards

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

Score

1 2 3 4

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.

Check-in, Check-out, Morning meetings, Peace Circles, and Restorative Conversations. All teachers have been trained in Restorative Practices. Staff and students engage in an annual Ethnic Day and Día Del Nino celebration. Staff has been trained on student trauma. The Second Step program is implemented at all grade levels. Staff engages in team building exercises. Administrative team builds teacher-capacity through sending teacher leaders to on-going professional development and encouraging them to teach back to their colleagues; School Climate Standards Self-Assessment survey indicated a sense of trust among most stakeholders. Administrator survey provided to teachers indicated a reasonable level of trust between teacher and administrative team; 5 Essentials Data is as follows: Teacher-Parent Trust: 43% Teachers do not feel that parents do their best to help students learn; 49% Teachers do not feel good about parents support of their work; Student-Teacher Trust: 34% Students feel that their teachers always keep their promises

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	
<ul style="list-style-type: none"> ✓ Social Emotional Learning Supports (cps.edu/sel) ✓ Trust in Schools: A Core Resource for School Reform (ASCD) ✓ Creating a School Community (ASCD) 	

Student Voice, Engagement, & Civic Life:

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

Score

1 2 3 4

Student Council, Color guard, OST, Basketball, Volleyball, Girl's Peer Tutoring program, African American Problem Solving Group, Parents volunteer to speak to the students on a variety of topics; Student interest surveys given at the beginning of the school year in several classrooms; MSMV student survey completion rate 92%; Middle School Student Leadership Team created SY 2017-18

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 culture**
 - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
 - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
 - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
 - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> • MVMS Student Survey completion rates and results • Artifacts from student-run organizations and events (including SVCs) • Meeting minutes/agendas that include student participation • Policies regarding student engagement in decision making • Service learning reports and/or reflections of 2L projects • Unit and curriculum maps, rubrics, assessment artifacts • Evidence of student work • Democracy School recognition
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. 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

Students are assigned a particular door to enter and exit the building based on grade level. ROAR, and voice levels are in place. Teachers are to pick up and dismiss students: MVMS Survey reveals that students feel an overall sense of safety in the building; Framework for Teaching 2A: Majority of teachers score Proficient in Creating an Environment of Respect and Rapport in REACH; overall building cleanliness continues to be a staff concern; required safety drills completed and entered in FIMS; REACH percentages for Proficient and Distinguished for 2C - Managing Classroom Procedures is as follows:

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

Score

1 2 3 4

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

ROAR, Voice Levels posted throughout building and classroom expectations posted in all rooms; Use of Second Step, Check-in Check-out, Restorative Conversations, Responsive Classroom approach, Anger management group; Peace Circles led by Ms. Ibarra and Ms. Neely, who have been trained in the process. Detentions are given out, students are asked to write to explain what they could do differently and how to restore what has been broken; Less than 5 suspensions recorded in Verify for the 2016-17 SY; SEL Team, BHT, MTSS Team; Awarded Established Status from the ODLSS with regards to SEL practices

Guide for Restorative Approaches to Discipline

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

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

Evidence, Measures, and Standards

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

Parent and Family Partnership:

Score

1 2 **3** 4

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

Communication between school and home is done through the monthly school newsletter, Class DOJO, teacher Weebly websites, Parent square App, texts and e-mail and other tech tools used by teachers. Parents are invited in to volunteer and assist with lunch and recess, as well as chaperone field trips and assist with special classroom projects. Parents are offered opportunities to celebrate their child during assemblies and award ceremonies, as well as being given the opportunity to learn themselves. ESL and GED classes are provided for parents. Monthly BAC and PAC meetings in-house as well as off-site, engage parents and offer opportunities for growth. Parents also utilize the Parent Resource Center.

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

School Excellence Framework Priorities

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

3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1	2	3	4	5	⊘
3	Culture of & Structure for Continuous Improvement: Professional Learning	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Parent and Family Partnership	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊘

Goals

Required metrics (Elementary)

18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
Because our overall NGP for 2017-18 NWEA Reading was only 1 percentile below our anticipated SQRP goal, a minimum growth goal of 5% has been set for the 2018-19 SY. An additional 5% has been set for SY 19-20.	62.00	79.00	80.00	70.00	75.00
National School Growth Percentile - Math					
Because our overall NGP for 2017-18 NWEA Math was significantly below the 70th percentile goal, a minimum attainable growth goal of 7% has been set for the 2018-19 SY. An additional 5% has been set for SY 19-20. Math growth is currently a school wide priority and therefore a 7% growth goal is attainable.	48.00	43.00	70.00	70.00	75.00
% of Students Meeting/Exceeding National Ave Growth Norms					
Because we met our overall percentage of students meeting/exceeding growth norms in the 2017-18 SY, a minimum attainable growth goal of 5% has been set for the 2018-19 SY as well as an additional 5% for the 2019-20 SY.	54.90	55.00	55.00	58.00	65.00
African-American Growth Percentile - Reading					
Because we not only exceeded, but doubled our growth goal for the 2017-18 SY, a stretch goal of 70% has been set for the 2018-19 SY as well as an additional 5% for the 2019-20 SY	32.00	62.00	50.00	76.00	80.00
Hispanic Growth Percentile - Reading					
Because we exceeded our growth goal for the 2017-18 SY by almost 20%, but declined by 2% from the previous SY, a minimum growth goal of 78% has been set for the 2018-19 SY as well as an additional 5% for the 2019-20 SY	75.00	73.00	55.00	76.00	80.00
English Learner Growth Percentile - Reading					
Our ELGP goal for the 2018-19 SY is 70% as well as an additional 5% for the 2019-20 SY.	(Blank)	(Blank)	0.00	70.00	75.00
Diverse Learner Growth Percentile - Reading					
Our DLGP goal for Reading is to maintain the 99%ile for the 2018-19 SY as well as the 2019-20 SY.	90.00	99.00	99.00	46.00	50.00
African-American Growth Percentile - Math					

Because our AAGP for Math significantly declined from the 2016-17 SY to the 2017-18 SY, an attainable minimum growth goal of 5% has been set for the 2018-19 SY as well as an additional 5% for the 2019-20 SY.

63.00

25.00

0.00

66.00

70.00

Hispanic Growth Percentile - Math

Because our HGP for Math declined from the 2016-17 SY to the 2017-18 SY, an attainable minimum growth goal of 5% has been set for the 2018-19 SY as well as an additional 5% for the 2019-20 SY.

50.00

40.00

60.00

80.00

85.00

English Learner Growth Percentile - Math

Our ELGP for Math has been set for 50% for the 2018-19 SY as well as an additional 5% for the 2019-20 SY.

(Blank)

(Blank)

0.00

70.00

75.00

Diverse Learner Growth Percentile - Math

Our DLGP goal for Math is to maintain the 99th percentile for the 2018-19 SY as well as the 2019-20 SY.

99.00

99.00

55.00

50.00

55.00

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

Because we exceeded our growth goal for the 2017-18 SY by almost 10%, a minimum growth goal of 7% has been set for the 2018-19 SY as well as an additional 5% for the 2019-20 SY.

59.00

68.00

60.80

65.00

70.00

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

Because our NSAP for Math declined from the 2016-17 SY to the 2017-18 SY, an attainable minimum growth goal of 6% has been set for the 2018-19 SY as well as an additional 5% for the 2019-20 SY.

61.00

54.00

78.40

60.00

65.00

National School Attainment Percentile - Reading (Grade 2)

Because our NSAP for Reading significantly declined from the 2016-17 SY to the 2017-18 SY, an attainable minimum growth goal of 8% has been set for the 2018-19 SY as well as an additional 5% for the 2019-20 SY.

77.00

52.00

88.80

70.00

75.00

National School Attainment Percentile - Math (Grade 2)

Because our NSAP for Math significantly declined from the 2016-17 SY to the 2017-18 SY, an attainable minimum growth goal of 7% has been set for the 2018-19 SY as well as an additional 5% for the 2019-20 SY.

63.00

38.00

83.20

70.00

75.00

% of Students Making Sufficient Annual Progress on ACCESS

Our minimum growth goal for students making sufficient progress on ACCESS for the 2018-19 SY is 5% as well as an additional 5% for the 2019-20 SY.

45.80

(Blank)

58.70

50.00

55.00

Average Daily Attendance Rate

Because our ADAR for the 2017-18 SY was below our goal of 95%, a minimum growth goal of 95% has been set for the 2018-19 SY. An additional 1% minimum growth goal has been set for SY 19-20.

94.70

93.60

95.84

94.50

95.00

My Voice, My School 5 Essentials Survey

Increase the number of students (100%), staff (75%) and parents (75%) that complete the in order to receive an accurate report. Provide opportunities for the staff to complete the survey on professional development days or in grade level common planning meetings; Provide opportunities for parents to utilize technology at the school to complete the surveys at Report Card Pick Up, or during the school day in the library; Analyze results of 2017-18 survey to determine areas of strength and growth; create and distribute quarterly Needs Assessment Surveys to determine input from the staff regarding areas that require additional support

(Blank)

(Blank)

(Blank)

(Blank)

(Blank)

Custom metrics

1 of 1 complete

2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
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Primary Math - Grades k and 1

Create a consistent metric for progress monitoring Math in grades K and 1 which includes 75% of students being progress monitored at the appropriate rate

0.00

0.00

0.00

75.00

80.00

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

model best practices for Reading and Math; provide ample time for safe practice (every 5 weeks), including peer observation and coaching (monthly); schedule time for reflection and refinement of professional practice (quarterly).

an increase in collaboration throughout the building; consistent, effective instructional practices for Reading and Math; vertical cohesion; and teachers being empowered and supported to use a variety of strategies to reach all learners.

a 10% increase in the percentage of teachers who are proficient in Domain 3C of REACH; a 5% increase in student attainment/growth on NWEA Spring-Spring; increase of 10% in student mastery of 70% on 5 week formative assessments; an increase in On-track rates in grades 3-8 to 65%

Tags:

Academic expectations, Best practice, Vertical alignment, Instructional strategies, Academic performance, Accountability

Area(s) of focus:

1, 2

Action step

Responsible

Timeframe

Status

Revisit results from the previous survey checking off all professional development needs that have been addressed. Then create and distribute a new teacher survey regarding differentiated professional development needs

Assistant Principal

Jun 11, 2018 to
Jun 22, 2018

On-Track

Academic expectations, Best practice, Academic supports

Allocate funds to send teachers to relevant professional development workshops quarterly; build into yearly school wide PD plan

Principal

Apr 30, 2018 to
Aug 3, 2018

On-Track

Professional development, Budget

create and utilize collaborative logs for peer observation/coaching and feedback; teachers will be required to collaborate and log feedback a minimum of 2 times per year

ILT, Teachers

Jul 16, 2018 to
Aug 3, 2018

On-Track

Best practice, Collaboration, Peer observation

create a strategic schedule that allows for grade level/content area collaborative planning time at least 2 times per week

Administrative team
and Case manager

Jun 18, 2018 to
Jul 31, 2018

Behind

Planning, Master schedule, Collaborative teachers

Create space in the teacher's lounge for teachers to disseminate PD take-aways such as Anchor Charts, posters, strategies, etc. as a professional resource room (213)	ILT, Teacher Leaders, Teachers	Jul 2, 2018 to Jul 2, 2018	Not started
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Professional Learning, Teacher-teacher trust & support, Collaboration, Distributed leadership, Schoolwide

Plan and facilitate a new teacher summer orientation and select veteran, high-quality teachers as mentors. Mentors will be assigned to PATs Year 1-3	Admin team, ILT	Jul 16, 2018 to Aug 3, 2018	Not started
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Mentorship, Teacher-teacher trust & support, Best practice, Orientation

Build capacity in teacher leaders to model best-practice math instruction, provide professional development, and analyze grade level and homeroom data to inform instruction and increase student achievement	Admin Team; ILT	Jul 2, 2018 to Aug 31, 2018	Not started
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Data Use, Teacher Teams/Collaboration, Best practice, Math professional

Work with a restructured ILT that includes strategic stakeholders with a focus on studying the Growth Mindset	Admin Team	Jun 25, 2018 to Jun 25, 2018	Not started
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ILT, Professional text

(Blank)	(Blank)	May 14, 2018 to Jun 10, 2019	Cancelled
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Strategy 2

If we do...

Clearly communicate, model, and monitor the implementation of the school's vision and mission with all stakeholders and align all decision-making with the vision/mission in order to prioritize school wide initiatives

...then we see...

All stakeholders will understand school priorities, goals, and values and will see evidence of strong home/school/community partnerships, a safe, engaging, supportive environment, collaborative educators, and social emotional development

...which leads to...

Effective instruction yielding a 5% increase in the percentage of students who score at/above the 70%ile for Reading and 72%ile for Math on the NWEA assessment; positive results on the MVMS survey; decrease in the number of misconducts in Verify by 10%

Tags:

Communication, Community, Vision, Shared leadership, Parent engagement

Area(s) of focus:

1, 2

Action step	Responsible	Timeframe	Status
Print and distribute copies of the vision and mission in English and Spanish - posters for hallways, gym, computer lab, art room, etc., copies to send home to parents, post on Parent Square (BOY), school website (monthly), Class DOJO and classroom Weebly websites (weekly)	Clerks, ELPT, Admin team, teachers	Aug 27, 2018 to Sep 4, 2018	Not started

Academic expectations, Communications

Clearly communicate the vision and mission to the staff during the PD sessions at the beginning of the school year (August), as well as teacher team meetings throughout the school year; parents and community at Open House and at all parent meetings ie) PAC, BAC, LSC, etc.(monthly)	ILT, ELPT, Admin Team	Aug 27, 2018 to Sep 30, 2018	Not started
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Parental involvement, Communication, School wide staff

Analyze school wide NWEA Spring-Spring data to track student growth toward College and Career success a minimum of three times per year - EOY (Spring 2018), MOY and EOY(Spring 2019) and engage students in data-driven goal-setting based on the analysis

ILT Team; Grade Level Teacher Teams; students

Jul 16, 2018 to Jul 15, 2019

Not started

College Access and Persistence, Data analysis, Data tracking, Student achievement

Create student-friendly Mission and communicate it school wide; Schedule grade levels to recite the Mission daily over the intercom on a daily basis.

ILT Team, students

Jun 18, 2018 to Jun 18, 2018

Not started

Communication, Student ownership

Strategy 3

If we do...

identify students at all Tier levels as well as expand on our menu of interventions; establish procedures to create mobility between the Tiers/interventions and collect data to analyze the outcomes of the interventions and adjust as necessary

...then we see...

an increase in academic performance and a decrease in negative behaviors; individual student needs being met; and the ability to identify trends in order to facilitate movement of students among the tiers

...which leads to...

an increase in NWEA growth 5% and attainment 5% data - Spring-Winter and Winter-Spring; increase in the number of students achieving honor roll status 5%; increase in the number of students who qualify for PBIS incentives; a 5% decrease in the number of detentions and misconducts logged in Verify

Tags:

Differentiated instruction, Tier 2 & 3, Data analysis, Data tracking, Achievement, Growth measures, Small group instruction, Rit instruction, Analysis of data, progress monitoring, rit instruction, small group instruction

Area(s) of focus:

3

Action step

Identify current students receiving Tier II or III interventions; the interventions they are receiving, and log the data in a central location

Responsible

Counselor/Case manager, SEL Lead, MTSS Lead/Team, any teacher/staff responsible for providing student interventions

Timeframe

Aug 27, 2018 to Aug 31, 2018

Status

Not started

MTSS, Tier 2 & 3, Data tracking, Differentiation

Revise the flow chart/interventions menu indicating the process of movement between tiers (II and III) and interventions

MTSS Team

Jul 16, 2018 to Aug 3, 2018

On-Track

Tier 2 & 3, Sel mtss

Clearly communicate to all stakeholders the supports and interventions that are available and the criteria for movement within the tier system

Admin team, ILT and MTSS team

Aug 27, 2018 to Sep 28, 2018

Not started

MTSS, Tier 2 & 3, Communication

Build capacity of the culture and climate coordinator/student interventionist to support and enhance behavioral tiered interventions and track MTSS and SEL data on a monthly basis to inform next steps for student success

Admin Team

Jul 2, 2018 to Aug 31, 2018

Not started

Interventions, Supports, Data tracking, Set mtss

Make revisions to the current MTSS team to include a more diverse membership whose expertise and knowledge is aligned to MTSS goals and priorities

ILT Team, Administrative Team; CIWP Team

Jun 25, 2018 to Jul 27, 2018

Not started

MTSS, Shared leadership, Instructional leadership team, Behavioral health team

Strategy 4

If we do...

Scaffold instruction for all learners including diverse learners and ELLs, differentiate questions to encourage higher order thinking skills, and model/practice appropriate discourse

...then we see...

students taking an active role in leading discussions and asking and answering questions;

...which leads to...

a 10% increase in percentage of teachers who are proficient in student engagement-REACH 3C; 10% increase in the percentage of teachers at the proficient level in REACH for 3B; student mastery on higher-order question/response rubrics and/or checklists

Tags:

Differentiated instruction, Growth mindset, Small group instruction

Area(s) of focus:

1, 2, 3

Action step

Invest in purchasing supplemental research-based teacher resource materials to support student engagement

Responsible

Principal

Timeframe

select

Status

Not started

Instructional materials, Best practice, Growth mindset, Professional text, Reference

Create a student engagement study group of teachers; teachers will use one common planning period per month to dedicate to professional readings, discussion, and safe practice strategy implementation with regards to student engagement

Teacher Teams, Admin Team, Math Lead

Nov 5, 2018 to Apr 5, 2019

Not started

Teacher Teams/Collaboration, Depth of knowledge, Student engagement, Professional text

Post discussion stems/accountable talk anchor charts in all classrooms and monitor implementation (quarterly) through informal ILT walk-throughs and monitoring tools

Admin and ILT Team Classroom teacher

Aug 27, 2018 to Sep 28, 2018

Not started

Best practice, Discourse

video tape high-quality student discourse and collaboration sessions and share with colleagues to provide teachers with examples of exemplars

classroom teachers, ILT

May 1, 2018 to Jun 8, 2018

On-Track

Collaboration, Discourse, Collective responsibility

ensure the use of complex texts and tasks for Reading and Mars tasks for Math in lesson planning and daily instruction

Admin Team; ILT

Sep 3, 2018 to Jun 21, 2019

Not started

Assessments, Lesson planning, Academic rigor, Complex texts

Strategy 5

If we do...

Adopt a school wide balanced assessment system for all students including DL and ELL utilizing multiple measures for progress monitoring to ensure a more comprehensive view of student learning

...then we see...

teacher collaboration and consistency with regards to lesson planning, assessment design, and analysis of student work and using that data to inform instruction, increase academic supports, and allocate appropriate resources

...which leads to...

a consistent school wide system that effectively measures the depth of student learning and monitors students progress toward meeting/exceeding college and career readiness skills at the 70th percentile for Reading and the 72nd Percentile for Math; percentage of students achieving at/above the 70/72 percentile will increase by 5%

Tags:

Progress monitoring, Assessment design, College and career, Balanced assessment and grading

Area(s) of focus:

4

Action step	Responsible	Timeframe	Status
provide professional development opportunities to improve teacher practice around balanced assessment literacy; include resources such as the Assessment Design Toolkit	ILT; teacher teams; admin team	Aug 20, 2018 to Nov 19, 2018	Not started
Assessment, Multiple measures for screening, diagnosing, and progress monitoring, Analyze data			
Encourage grade level teams to collaborate to create common assessments for Reading and Math	ILT; teacher teams; admin team	Sep 10, 2018 to Dec 21, 2018	Not started
Multi tiered support systems, Assesment			
Monitor Grade book on a bi-weekly basis to ensure high-quality entries aligned to the CCSS	Admin Team-Principal and AP	Sep 4, 2018 to Jun 17, 2019	Not started
Assessment, Grading practices, Rigorouse stadent task			
Create a school wide Student Work Protocol to calibrate and score student work in teacher teams	Admin Team - ILT	Jun 11, 2018 to Aug 24, 2018	Not started
ILT, Data analysis, Instruction planning, Student work protocol			
ELPT collaborates with teacher teams to ensure that assessments measure academic development for ELL's	Admin Team; ELPT; Teacher Teams	Aug 27, 2018 to Jun 14, 2019	Not started
Sub groups smart goals, Assessment literacy, Professional learning, ilt, professional development, grade level meetings, collaborative teachers			
Devote bi-monthly collaborative sessions to bring assessment artifacts, analyze results, and plan for data-driven future instruction	Admin Team; Teacher Teams	Sep 17, 2018 to Jun 10, 2019	Not started
Assessment design, Data analysis, Instruction planning, Assessment and grading, Assessment review			

Action Plan

Strategy 1

ON-TRACK

Revisit results from the previous survey checking off all professional development needs that have been addressed. Then create and distribute a new teacher survey regarding differentiated professional development needs"

Jun 11, 2018 to Jun 22, 2018 - Assistant Principal

Status history



ON-TRACK

Nov 08, 2018
Evidence

Admin team is engaging in on-going dialogue to determine specific teacher needs and global needs of the school

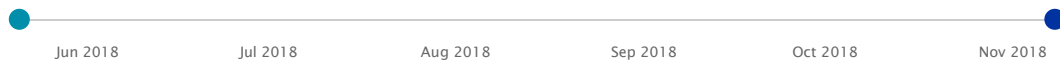
NOT STARTED

May 21, 2018
Evidence

100% completed teacher surveys

ON-TRACK Allocate funds to send teachers to relevant professional development workshops quarterly; build into yearly school wide PD plan"
Apr 30, 2018 to Aug 03, 2018 - Principal

Status history



ON-TRACK Nov 08, 2018
Evidence
Funds are allocated to send teachers to relevant professional development opportunities

NOT STARTED May 21, 2018
Evidence
Funds allocated in 2018-19 budget

ON-TRACK
create and utilize collaborative logs for peer observation/coaching and feedback; teachers will be required to collaborate and log feedback a minimum of 2 times per year"
Jul 16, 2018 to Aug 03, 2018 - ILT, Teachers

Status history



ON-TRACK Nov 08, 2018
Evidence
A template for peer observation/feedback was created and shared with all teachers; we are currently in the process of developing other options for coaching, planning, and collaboration. Kindergarten and first grades will be observing "three reads" for math in a particular classroom on November 13th and will utilize the peer observation feedback tool to reflect.

NOT STARTED May 21, 2018
Evidence
Collaborative Log Binder

BEHIND
create a strategic schedule that allows for grade level/content area collaborative planning time at least 2 times per week"
Jun 18, 2018 to Jul 31, 2018 - Administrative team and Case manager

Status history



BEHIND Nov 08, 2018
Problem
self-contained teacher teams have 5 common planning periods per week; content area teachers however, do not have common planning time

Root Cause
schedule during the school day does not permit.

Next steps
offer funding for teachers to stay after school to collaborate; create an opportunity for quarterly vertical planning sessions; school will provide substitutes to cover classes for half-day sessions.

BEHIND Nov 08, 2018
Problem
self-contained teachers have 5 common planning periods per week; content-area departmental teachers do not have vertical planning time.

Root Cause
master schedule does not allow for common planning time for vertical collaboration

Next steps
provide funding for teachers to stay after school to collaborate and plan; create quarterly opportunities for content-area vertical planning; week of

November 12-16; school will provide substitutes for teachers to work collaboratively for a half-day.

NOT STARTED May 21, 2018
Evidence
School wide master schedule

NOT STARTED
Create space in the teacher's lounge for teachers to disseminate PD take-aways such as Anchor Charts, posters, strategies, etc. as a professional resource room (213)"

Jul 02, 2018 to Jul 02, 2018 - ILT, Teacher Leaders, Teachers

Status history



NOT STARTED May 21, 2018
Evidence
Professional Resource Space Labeled in Room 213

NOT STARTED
Plan and facilitate a new teacher summer orientation and select veteran, high-quality teachers as mentors. Mentors will be assigned to PATs Year 1-3"

Jul 16, 2018 to Aug 03, 2018 - Admin team, ILT

Status history

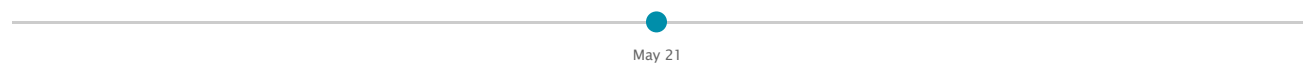


NOT STARTED May 21, 2018
Evidence
Orientation agenda Mentor teacher log/sign in sheets

NOT STARTED
Build capacity in teacher leaders to model best-practice math instruction, provide professional development, and analyze grade level and homeroom data to inform instruction and increase student achievement"

Jul 02, 2018 to Aug 31, 2018 - Admin Team; ILT

Status history



NOT STARTED May 21, 2018
Evidence
Identified math Teacher Leaders for each grade band

NOT STARTED Work with a restructured ILT that includes strategic stakeholders with a focus on studying the Growth Mindset"
Jun 25, 2018 to Jun 25, 2018 - Admin Team

Status history



NOT STARTED May 21, 2018
Evidence
ILT Team members listed, Growth Mindset Books purchased

CANCELLED "
May 14, 2018 to Jun 10, 2019 -

Status history



May 21

CANCELLED

May 21, 2018
Problem
Root Cause
Next steps

Strategy 2

NOT STARTED

Print and distribute copies of the vision and mission in English and Spanish - posters for hallways, gym, computer lab, art room, etc., copies to send home to parents, post on Parent Square (BOY), school website (monthly), Class DOJO and classroom Weebly websites (weekly)"

Aug 27, 2018 to Sep 04, 2018 - Clerks, ELPT, Admin team, teachers

Status history

May 21

NOT STARTED

May 21, 2018
Evidence

posters displayed throughout the school, postings on our communication tools

NOT STARTED

Clearly communicate the vision and mission to the staff during the PD sessions at the beginning of the school year (August), as well as teacher team meetings throughout the school year; parents and community at Open House and at all parent meetings ie) PAC, BAC, LSC, etc.(monthly)"

Aug 27, 2018 to Sep 30, 2018 - ILT, ELPT, Admin Team

Status history

May 21

NOT STARTED

May 21, 2018
Evidence

PAC,BAC,LSC and Teacher Team Meeting agendas

NOT STARTED

Analyze school wide NWEA Spring-Spring data to track student growth toward College and Career success a minimum of three times per year - EOY (Spring 2018), MOY and EOY(Spring 2019) and engage students in data-driven goal-setting based on the analysis"

Jul 16, 2018 to Jul 15, 2019 - ILT Team; Grade Level Teacher Teams; students

Status history

May 21

NOT STARTED

May 21, 2018
Evidence

NWEA data analysis template

NOT STARTED

Create student-friendly Mission and communicate it school wide; Schedule grade levels to recite the Mission daily over the intercom on a daily basis."

Jun 18, 2018 to Jun 18, 2018 - ILT Team, students

Status history

May 21

NOT STARTED

May 21, 2018
Evidence

student-friendly Mission; Schedule for grade levels to

Strategy 3

NOT STARTED Identify current students receiving Tier II or III interventions; the interventions they are receiving, and log the data in a central location"

Aug 27, 2018 to Aug 31, 2018 - Counselor/Case manager, SEL Lead, MTSS Lead/Team, any teacher/staff responsible for providing student interventions

Status history



NOT STARTED May 21, 2018
Evidence
Completed spreadsheet, Interventions menu and 5th-8th MTSS attendance document/tracker

ON-TRACK Revise the flow chart/interventions menu indicating the process of movement between tiers (II and III) and interventions"

Jul 16, 2018 to Aug 03, 2018 - MTSS Team

Status history



ON-TRACK May 21, 2018
Evidence
Intervention menu

NOT STARTED Clearly communicate to all stakeholders the supports and interventions that are available and the criteria for movement within the tier system"

Aug 27, 2018 to Sep 28, 2018 - Admin team, ILT and MTSS team

Status history



NOT STARTED May 21, 2018
Evidence
power point presentation at Open House, agendas at staff development PD's; newsletters, school website

NOT STARTED Build capacity of the culture and climate coordinator/student interventionist to support and enhance behavioral tiered interventions and track MTSS and SEL data on a monthly basis to inform next steps for student success"

Jul 02, 2018 to Aug 31, 2018 - Admin Team

Status history



NOT STARTED May 21, 2018
Evidence
maintain a qualified person in the position

NOT STARTED Make revisions to the current MTSS team to include a more diverse membership whose expertise and knowledge is aligned to MTSS goals and priorities"

Jun 25, 2018 to Jul 27, 2018 - ILT Team, Administrative Team; CIWP Team

Status history

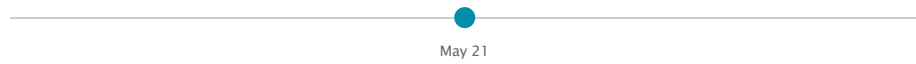


NOT STARTED May 21, 2018
Evidence
MTSS Team identified for the 2018-19 SY

Strategy 4

NOT STARTED Invest in purchasing supplemental research-based teacher resource materials to support student engagement"
- Principal

Status history

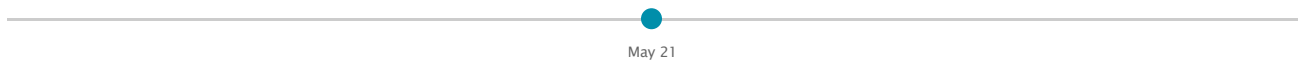


NOT STARTED May 21, 2018
Evidence
Growth Mindset Books purchased

NOT STARTED
Create a student engagement study group of teachers; teachers will use one common planning period per month to dedicate to professional readings, discussion, and safe practice strategy implementation with regards to student engagement"

Nov 05, 2018 to Apr 05, 2019 - Teacher Teams, Admin Team, Math Lead

Status history



NOT STARTED May 21, 2018
Evidence
grade level meeting agendas; student artifacts, sign-in sheets

NOT STARTED
Post discussion stems/accountable talk anchor charts in all classrooms and monitor implementation (quarterly) through informal ILT walk-throughs and monitoring tools"

Aug 27, 2018 to Sep 28, 2018 - Admin and ILT Team Classroom teacher

Status history

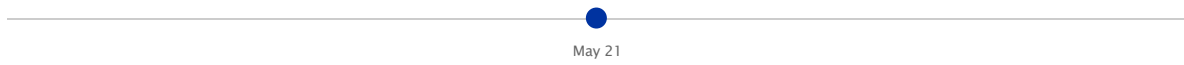


NOT STARTED May 21, 2018
Evidence
student artifacts, discussion stem anchor charts posted, monitoring tool

ON-TRACK
video tape high-quality student discourse and collaboration sessions and share with colleagues to provide teachers with examples of exemplars"

May 01, 2018 to Jun 08, 2018 - classroom teachers, ILT

Status history



ON-TRACK May 21, 2018
Evidence
Videotapes

NOT STARTED ensure the use of complex texts and tasks for Reading and Mars tasks for Math in lesson planning and daily instruction"

Status history



NOT STARTED May 21, 2018
Evidence
complex text rubric, lesson plans

Strategy 5

NOT STARTED
provide professional development opportunities to improve teacher practice around balanced assessment literacy; include resources such as the Assessment Design Toolkit"

Aug 20, 2018 to Nov 19, 2018 - ILT; teacher teams; admin team

Status history



NOT STARTED May 21, 2018
Evidence
assessments

NOT STARTED Encourage grade level teams to collaborate to create common assessments for Reading and Math"
Sep 10, 2018 to Dec 21, 2018 - ILT; teacher teams; admin team

Status history



NOT STARTED May 21, 2018
Evidence
assessment data

NOT STARTED Monitor Grade book on a bi-weekly basis to ensure high-quality entries aligned to the CCSS"
Sep 04, 2018 to Jun 17, 2019 - Admin Team- Principal and AP

Status history



NOT STARTED May 21, 2018
Evidence
Grade book audit forms

NOT STARTED Create a school wide Student Work Protocol to calibrate and score student work in teacher teams"
Jun 11, 2018 to Aug 24, 2018 - Admin Team - ILT

Status history



NOT STARTED May 21, 2018
Evidence
Student Work Protocol

NOT STARTED

ELPT collaborates with teacher teams to ensure that assessments measure academic development for ELL's"

Aug 27, 2018 to Jun 14, 2019 - Admin Team; ELPT; Teacher Teams

Status history

May 21

NOT STARTED

May 21, 2018

Evidence
Assessments

NOT STARTED

Devote bi-monthly collaborative sessions to bring assessment artifacts, analyze results, and plan for data-driven future instruction"

Sep 17, 2018 to Jun 10, 2019 - Admin Team; Teacher Teams

Status history

May 21

NOT STARTED

May 21, 2018

Evidence
Student work/assessment protocol

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

ESSA Program

ESSA Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy

Complete

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

The Parent Advisory Committee will continue to meet on a monthly basis to determine their needs, gather information, assist in planning and school improvement. The lead will then meet monthly with Administrators to consult and share ideas for improvement. In addition, the parents continue to have many opportunities to communicate their ideas through our communication channels of Parent Square, Weebly Websites, and School Newsletters. Parent surveys will be sent out via Google surveys, paper/pencil formats and parent forums. Parents will be provided with Data Workshops and SEL updates so they have a clear understanding of what is happening at the school

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

Parents will be personally invited by the Principal when they attend our Open House event. They will also receive invitations on a monthly basis to attend meetings through our monthly newsletter, and ParentSquare communication tool. The event will be listed on the school calendar, reminders will be sent via Parent Square and flyers will be sent home with students. The Title I Annual Meeting and the Title I PAC Organizational Meeting will be held on September 25, 2018.

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

Any requests made by parents will be brought to the attention of the school's administrators and then brought to the Instructional Leadership Team. Recommendations will be discussed. Administrators will then provide the lead of PAC feedback with regards to the request.

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.

NWEA student progress reports and Goal setting sheets will be printed and sent home with students at the end of each testing window. Parents will receive alerts via ParentSquare, and the school newsletter informing them when they can expect the reports.

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.

Notification to parents concerning a teacher deemed not "highly qualified" will be sent directly to the home.

Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

The school will host a "Data Night" and will provide a power point presentation that reviews CCSS and expectations for state assessments. A focus will be on providing clear explanations regarding the following points: CCSS, NWEA RIT scores, Grade book, class Weebly websites, and online academic support programs - Stride Academy, Blue Streak Math, Accelerated Reader, Raz Kids, etc.

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 encouraged to join Parent Portal, if they have not already done so. Time will be allotted for parents to come to the computer lab and they will be provided assistance by our Technology coordinator on how to sign up and have the ability to access their child's grades. The Parent Center provides computers and literature for parents to access information. The GED and English language classes will continue to be provided at the school as long as there is a need for them. Literacy and math nights will take place and teachers will provide parents with activities that can be done with their child to improve their academic achievement. The teacher's Weebly websites will also be utilized for tips parents can use to assist their child. Parent incentives such as scratch off tickets will continue to be used to increase parental involvement.

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 SEL team in collaboration with the PAC will provide staff with professional development on ways to build the parent-teacher partnership during the professional development days at the beginning of the school year.

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.

Parents of our state pre-school program will be encouraged to sign up for ParentSquare which is an online school communication tool. In addition, parents will receive monthly newsletters and robo-calls regarding upcoming school news and events

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 communications to parents will be available to parents in English and Spanish through the school newsletter and Parent Square.

Policy Implementation Activities

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

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

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

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

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

n/a

School-Parent Compact

Complete

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

The school will provide high-quality instruction in a supportive learning environment by communicating the schools mission and adhering to it. Our mission at Clay is to set high expectations for all and develop a partnership amongst home, school and community, which promotes student success within a safe, engaging and supportive environment. Our educators collaborate in utilizing the CCSS across a comprehensive and diverse curriculum. We challenge all students to achieve academic success while also developing socially and emotionally.

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- teacher conferences will be held on the dates determined by CPS. Teachers and parents will schedule meeting times in advance, allotting 10-15 minutes, depending on the number of parents a teacher needs to meet with.

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 have the ability to access Grade book which will be updated on a weekly basis. The parents will be given progress reports every 5 weeks and they are able to schedule appointments with teachers if they need to. As needed, students will receive weekly/daily written progress communication with regards to behavior.

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

Parents are free to write, email and/or call to schedule a meeting with teachers, either before, after school or during the teacher's preparation period. Every attempt will be made to accommodate parent requests for conferences.

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

We have a Parent Patrol, in which parents are asked to assist in the lunchroom and during recess. Parents are invited on field trips, asked to participate/assist in school fundraisers and they are welcome to observe and/or participate in classroom activities as often as needed or as they would like to. When teachers have special projects they will often invite parents in to assist.

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 sign their child's homework planner to show they have seen their child's homework assignments and they will be encouraged to view assignments in Parent Portal. Parents will also be encouraged to participate in attendance incentives.

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

Parents consult with the school through our Parent Square communication tool, emails, face-to-face meetings/conferences as well as by attending LSC/PAC/BAC monthly meetings.

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

Students will assume ownership of their learning by striving for 96% attendance, actively participating in academic and/or behavioral goal-setting, adhering to the school wide behavioral expectations - ROAR, and by being prepared for school each day

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.

Goals for increasing student achievement through parental involvement activities include professional development, workshops, seminars, field trips, and providing literature and other resources to empower parents and build capacity with regards to supporting student learning. Parents will complete a needs survey at the start of the school year and relevant professional development/training opportunities will be scheduled and offered quarterly. Additional goals include increased parent participation in BAC and PAC meetings as well as school/community events such as Open House, Data Night, Literacy Night, Math Night, etc.

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

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 0 .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 1500 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 500 .00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ 1000 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ 844 .00
<p>54205</p>	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The	\$ 0 .00

CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.

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

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

\$	0	.00
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<p>53510</p>**Postage**

Must be used for parent and family engagement programs only.

\$	0	.00
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53306 **Software**

Must be educational and for parent use only.

\$	0	.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.

\$	0	.00
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