



Marcus Moziah Garvey Elementary School / Plan summary

## 2018-2020 plan summary

### Team

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### Team meetings

Date	Participants	Topic
02/28/2018	Anderson, Harris, Thomas, Hopps, Abioro, Martin	CIWP Priorities
03/07/2018	Anderson, Harris, Thomas, Hopps, Abioro, Martin	CIWP Priorities
03/14/2018	Anderson, Harris, Thomas, Hopps , Abioro, Martin	CIWP Goals/Strategies
03/21/2018	Anderson, Harris, Thomas, Hopps, Abioro, Martin	CIWP Goals/Strategies
04/04/2018	Anderson, Harris, Thomas, Hopps, Abioro, Martin	CIWP Parent Plan
04/09/2018	Anderson, Harris, Thomas, Hopps , Abioro, Martin	CIWP Parent Plan
04/16/2018	Anderson, Harris, Thomas, Hopps, Abioro, Martin	Fund Compliance
05/08/2018	Anderson, Harris, Thomas, Hopps, Martin, Abioro	Updating Straetgies
04/24/2018	Plummer, Vazquez, Anderson	Parent Plan
05/24/2018	Anderson, Harris, Thomas, Hopps, Abioro, Martin	CIWP Review

### 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

The Marcus Garvey administration, teachers and staff are invested in the success of the school. All staff are involved in the decision making for school success. As a team, we work together to create a shared vision with all stakeholders. During our back to school open house, we address the school website with parents so they can be actively informed. Data is shared with parents as well as strategies for improvement. Our professional developments are teacher led. Teachers share their knowledge and expertise with each other from professional developments they have attended. A team of teachers participate in the CPS summit to establish school-wide and cycle team goals. All teachers implement the Network priorities and we have cohesive planning among cycle teams. Our goal is to ensure that all students are achieving at the 70th percentile in reading and the 72nd percentile in math. We offer extended day and after school programs for all learners to raise academic achievement. Marcus Garvey has established a clear theory of action that outlines strategies to improve student outcomes. Students are being prepared to succeed socially and academically and are given the tools to achieve college and career readiness. We have establish a culture of social and emotional supports. We ensure our students have the supports necessary to develop social and emotional skills essential to success in a global society. According to the My School My Voice Survey Garvey's Culture and Climate is well organized. We have strong effective leadership and very strong collaborative teachers.

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

### 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

Marcus Garvey's Instructional Leadership Team is comprised of members from primary, intermediate, and upper level grades, including diverse learner representation. The team combines their knowledge and expertise to make decisions for all students. The ILT meets bi-weekly to build the capacity of teacher teams and equip teacher leaders to facilitate initiatives that will improve learning for all students. The ILT reviews student data and creates next steps. The team uses Multi-Tiered Support Systems (MTSS) to ensure that students receive the interventions necessary for academic growth. According to the My School My Voice Survey teacher collaborative is very strong and a strong effective leadership.

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

### 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

Marcus Garvey teachers and staff participate in professional development focused on current student academic data. Administration and the Instructional Leadership Team monitor the outcome of professional development by ensuring that teachers are implementing strategies with fidelity. Teachers receive whole staff and grade/cycle team professional development as well as ongoing professional development from the network. Teachers have continuous conversations around learning and bi-weekly cycle team meetings during which they discuss data and ways to implement new teaching strategies. All new teachers are assigned a mentor who is skilled and open to collaborate and coach. New teachers also receive professional development on initiatives such as REACH and Stride Academy. Teachers are provided a yearly professional development plan that meets the needs of teachers school-wide and by cycle teams. Teachers are also able to participate in individual professional development based on their needs.

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

### 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 scheduling is designed to effectively maximize instructional time by abiding by the mandatory number of minutes in all subject areas, including a daily two hour literacy block. Teachers adhere to a time distribution schedule and daily agendas, and follow the Optimal Learning Model. Scheduling allows for teachers to collaborate during common preparation periods. All students receive differentiated support during small group instruction. Marcus Garvey's budget is allocated for student needs and specific priorities. We have an interview team that interviews new staff to ensure that teachers are strategically assigned to grade levels and content areas to create a balanced team with a variety of strengths. Marcus Garvey forges strong partnerships with community organizations such as Urban Gateway, Communities in Schools, Mindful Practices, YMCA, and Prayer and Faith Ministries. Through these partnerships students are able to participate in a variety of programs incorporating fine arts and social emotional learning activities.

## Guide for Aligned Resources

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

- Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
- Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
  - Monitor the impact of partner organizations' activity.

## Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

### Curriculum:

Score

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

1 2 **3** 4

All Marcus Garvey students are included in an academically rigorous curriculum. Teachers design lessons in accordance with the Network 13 Math and ELA Curriculum Map and formative data. Lesson plans/unit plans are designed with critical thinking activities that incorporate high level depth of knowledge questioning techniques, collaboration among students, small group instruction, and social emotional components. Students in grades 3 - 8 have individualized access to technology with iPads and Chromebooks. All students utilize technology programs such as Stride Academy, Khan Academy, Frontrowed Math, Accelerated Reader, and Raz Kids Reading. Students are encouraged to explore cultural awareness through quarterly research projects. According to the SQRP out attainment is average where Reading is at the 68th percentile and math being at the 40th percentile administration and staff are working to ensure that our SQRP increases.

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

### Instructional Materials:

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

Score

1 2 3 4

Teachers use researched based instructional materials that are aligned to the Common Core. All grade levels have a set of instructional materials aligned to the common core standards. These materials also support differentiated instruction for our diverse learners. Classroom libraries are evident in all classes and include a variety of genres. Math manipulatives support the math curriculum. Students have access to additional resources such as Upfront Magazine, Junior Scholastic, Scholastic News, and Science World to increase their awareness and knowledge of current events. According to the SQRP Garvey's students growth and attainment are average. We have very strong ambitious instruction and a supportive 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"> <li>✓ Cross-section of materials from a variety of content areas and grade levels</li> <li>✓ Evidence of scaffolding and differentiation for all students to access the content/skills</li> <li>✓ Description of materials in curriculum and/or lesson plans</li> <li>✓ Presence of varied texts, supplementary media (e.g. videos)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Supportive Environment</li> </ul>
MTSS Framework	<ul style="list-style-type: none"> <li>Curriculum &amp; Instruction</li> <li>1a. Demonstrating Knowledge of Content and Pedagogy</li> <li>1b. Demonstrating Knowledge of Students</li> <li>1c. Selecting Learning Objectives</li> <li>1d. Designing Coherent Instruction</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>1c. Selecting Learning Objectives</li> <li>1d. Designing Coherent Instruction</li> </ul>
CPS Performance Standards for School	<ul style="list-style-type: none"> <li>A3. Allocates Resources to Support Student Learning, Prioritizing Time</li> </ul>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Universal Design for Learning Guidelines 2.0</a></li> <li>✓ <a href="#">UDL PD Modules</a></li> <li>✓ <a href="#">CPS Integrated Library System (S.O.A.R.)</a></li> </ul>

### 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

Our belief is that all students can learn if given the appropriate supports. We have high expectations for all students, and support them through the process of learning and exceeding academically. Grade level teams meet weekly to examine student work and analyze student data to establish whether rigorous instruction is evident and addresses the academic needs of all learners including diverse learners. Grade level team members work collaboratively on designing instruction that integrates HOTS and Depth of Knowledge (DOK) questioning, specifically DOK 3 and DOK 4 level. Students produce their artifacts demonstrating higher level thinking and understanding while participating in small group instruction and literature circles. There is a need for further teacher professional development in the use of rigorous task.

## 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"> <li>✓ Cross-section of student work from a variety of content areas</li> <li>✓ Observation of student learning (e.g. learning walks/walkthroughs)</li> <li>✓ Focus group(s) and discussions with students</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	Ambitious Instruction
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1d. Designing Coherent Instruction</a></li> <li><a href="#">2b. Establishing a Culture for Learning</a></li> <li><a href="#">3b. Using Questioning and Discussion Techniques</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> </ul>
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Teaching for Robust Understanding in Mathematics (TRU Math)</a></li> <li>✓ <a href="#">Math Practices: What to Look For Observation Tool</a></li> <li>✓ <a href="#">Checking In: Do Classroom Assignments Reflect Today's Higher Standards?</a></li> <li>✓ <a href="#">Student Work Protocol (SQIP)</a></li> <li>✓ <a href="#">Slice Protocol – Looking at Student Work</a></li> </ul>

### 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)

Marcus Garvey works to ensure that instruction is differentiated so that students have a smooth transition to the next grade level, including the transition from 8th grade to high school. Teachers provide summer intersession packets to all students in grades Kindergarten through 7th grade to diminish summer reading and math skills loss. The summer packets include a suggested reading list for each grade level. Eighth grade students learn to set SMART goals, plan a sample high school schedule that meets the minimum graduation requirements, and explore possible courses of study in the afterschool "We Are Ready" program. Eighth grade students participate in high school fairs and have the opportunity to tour a college campus. They are taught about college admission requirements, financing college, and what steps they need to take in high school to be best prepared for college. Students are encouraged to monitor their own grades and academic achievement on the NWEA Assessment. All students in grade 6th-8th complete all task in Naviance. The Social Emotional Learning Curriculum includes lessons on goal setting, evaluating those goals, identifying roadblocks, and designing action plans to overcome roadblocks. College Readiness is promoted throughout the school culture. Garvey students devote one quarter of the school year to researching colleges and universities. All grade levels participate in a culminating celebration of their research by designing classroom presentations of a college or university of their choice and attending a college-themed pep rally. College and university pennants hang from the office ceiling and are posted outside all classrooms. Marcus Garvey alumni who are college graduates are celebrated on banners hanging in the main hallway of the building.

### 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 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> 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"> <li>✓ Data on college visits and college fair information</li> <li>✓ Naviance Monthly Data</li> <li>✓ Scholarships awarded</li> <li>✓ Artifacts, plans, or timelines related to successful transitions structures</li> <li>✓ To &amp; Through data</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ College Enrollment, Persistence, Drop Out, and Attendance Rates</li> <li>✓ Early College and Career Credentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Supportive Environment</li> </ul>
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"> <li>✓ <a href="#">Revisiting College</a></li> <li>✓ <a href="#">CPS Advisory Framework</a></li> <li>✓ <a href="#">Preventing college plans from melting away</a></li> <li>✓ <a href="#">To &amp; Through Project</a></li> <li>✓ <a href="#">Redefining College &amp; Career Readiness</a></li> <li>✓ <a href="#">College Scorecard</a></li> </ul>	<ul style="list-style-type: none"> <li>✓ <a href="#">CPS College Persistence Toolkit</a></li> <li>✓ <a href="#">Meaningful Linkages Between Summer Programs, Schools, and Community</a></li> <li>✓ <a href="#">From HS to the Future (CCSR, 2006)</a></li> </ul>

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

Teachers are responsive for the academic strengths and weaknesses of students by providing precise and intentional instruction to address students needs. Careful examination and monitoring of student responses to lessons allows teachers to refine their instructional practices, eliminate student misconceptions, and support students toward mastery of academic concepts. Along with authentic student tasks to support student authority, agency, and identify, teachers use balanced literacy, DOK level questions, and flexible grouping to explicitly instruct students using differentiated tasks to address their academic needs. Teachers also use flexible grouping to ensure the needs of all students are being met. Garvey's student attainment and student growth are currently average.

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

### 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

There is a school wide grading policy that includes classwork, class participation, homework, assessments, accelerated reader and projects. Gradebooks are monitored bi-weekly and teachers are given feedback. Teachers receive the assessment calendar at the beginning of the year for benchmark testing. Teachers use data to create small group instruction. Teachers use a 5 week assessment to monitor and track the effectiveness of interventions and student response to the interventions (Tier 2 & 3). Teachers use a wide range of instructional approaches which include the Optimal Teaching Model and small group instruction. According to the SQRP Garvey has very ambitious instruction.

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

### Multi-Tiered System of Supports:

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

### Score

1 2 3 4

The school monitors On Track data regularly during bi-weekly ILT meetings, monthly MTSS team meetings, and weekly gradebook and attendance audits. Individual student NWEA performance data is loaded into Study Island and Stride Academy to provide targeted interventions and enrichment. Data from both district and classroom assessments is regularly analyzed and used to drive instructional groups. All assessments are aligned to the CCSS and based in the foundations of the Learning Continuum. Classroom assessments occur on a bi-weekly basis in order to allow for adaptive instruction and to best meet the needs of all learners. Exit slips are used daily to assess student understanding and resources such as Stride Academy, Study Island, and Khan Academy are used to build common assessments within a department or cycle team. Garvey requires that all teachers update grades with fidelity, inputting at least 2-3 grades per week. This allows for transparent communication with parents through Parent Portal as well as in person meetings. All parents are contacted by their homeroom teacher at least once every 5 weeks for progress updates and to address any academic concerns. Parents of students who have attendance below the 96% are informed and receive information on ways the school can assist them with attendance.

## 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
	<a href="#">1a. Demonstrating knowledge of content and pedagogy</a>
	<a href="#">1b. Demonstrating Knowledge of Students</a>
	<a href="#">1d. Designing Coherent Instruction</a>
	<a href="#">2d. Managing Student Behavior</a>
	<a href="#">3d. Using Assessment in Instruction</a>
CPS Performance Standards for School Leaders	<a href="#">3e. Demonstrating Flexibility and Responsiveness</a>
	<a href="#">4b. Maintaining Accurate Records</a>
	B3. MTSS Implemented Effectively in School

**Culture for Learning:**

Score

1 **2** 3 4

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

All teachers and staff hold high expectations for learning and students growth. In order to improve in this area, it is vital that students partner with teachers to take ownership of their education and improve their work ethic. To do this, teachers must endeavor to identify students' strengths and areas of growth and provide students with actionable feedback on their learning. Teachers must engage students in innovative instructional practices and help students to identify the relationship between academic success and future success in college and careers. According to the My school My voice survey Garvey has a strong supportive environment.

**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"> <li>✓ Sample of individual student learning goals from a cross-section of teachers</li> <li>✓ Also review student work evidence from Rigorous Student Tasks</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Ambitious Instruction</li> <li>✓ SQR<sup>2</sup> Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
<a href="#">MTSS Framework Curriculum &amp; Instruction</a>	
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"> <li>✓ <a href="#">Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance</a></li> <li>✓ <a href="#">Framework for Teaching Companion Guide p. 50</a></li> <li>✓ <a href="#">Social Emotional Learning Supports (cps.edu/te)</a></li> <li>✓ <a href="#">ASCA Mindsets &amp; Behaviors</a></li> </ul>	

**Relational Trust:**

Score

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

1 2 **3** 4

The staff at Marcus Garvey believe that student success arises when every child is supported through a close knit partnership between teachers and families. To increase this level of support, our school provides every student with an adult mentor with which they meet on a weekly basis. During this time, mentors help students to build positive life skills and assist them in navigating potential barriers to education. All students, including our diverse learners, are regularly engaged in the school community. Diverse learners work and engage with their peers on a daily basis and participate in all grade level activities. Students are encouraged to confide in adults any potential disruptions to the learning environment.

**Guide for Relational Trust**

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

**Evidence, Measures, and Standards**

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

**Student Voice, Engagement, & Civic Life:**

Score

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

1 **2** 3 4

Marcus Garvey students are taught to be leaders. They are important partners in their educational experience.. 5th -8th grade students participate in the National Junior Beta Club. For the past two years we have completed student led projects and participated in the WE day celebration. Students participate in a food pantry drive each year and donates to the local food pantry in the community.

**Guide for Student Voice, Engagement, & Civic Life**

**Study politics**

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

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> <li>• IVCNS Student Survey completion rates and results</li> <li>• Artifacts from student-run organizations and events (including SVCs)</li> <li>• Meeting minutes/agendas that include student participation</li> <li>• Evidence regarding student engagement in decision making</li> <li>• Service learning reports and/or reflections of SL projects</li> <li>• Unit and curriculum maps, rubrics, assessment artifacts</li> <li>• Evidence of student work</li> <li>• Democracy School recognition</li> </ul>
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	D3. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HST Standards

## Safety & Order:

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

## Score

1 2 **3** 4

Marcus Garvey school is a SEL model school, staff and students have a clear understanding of safety procedures and emergency drills, which are practiced routinely throughout the school year. Garvey has school-wide expectations and procedures for behaviors, and staff ensures that all students are aware of established norms. Students are monitored in the lunchroom, hallways, and washrooms. All students are taught social emotional strategies to deal with conflict and to interact with others in a positive way. All staff members support each other in monitoring student behavior by interacting with students at all grade levels and modeling social emotional skills for positive relationships.



## Guide for Safety & Order

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ MVMS score – "Safety"
	✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?
	✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.
Measures	✓ School Climate Standards Rubric/Assessment
	✓ Five Essentials – Supportive Environment 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	
	✓ <a href="#">Social Emotional Learning Supports (cps.edu/sel)</a>

### Restorative Approaches to Discipline:

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

Score

1 2 **3** 4

Marcus Garvey students are engaged in Social Emotional practices. SEL expectations are clearly communicated and visible throughout the building. Instruction in expected behaviors takes place as part of our Second Step curriculum. We focus on providing alternatives to suspension in the past two years we have had on one out of school suspension for each year.. We provide extensive SEL support to our students through our school counselor, social worker and our partnership with Communities in Schools. The SEL/MTSS team has implemented a check-in-check out system with staff support and a referral system to the program. SEL leads attend Network-Led PD and share with colleagues during tem meetings. We uses Second Step, SEL standards lesson integration and mentoring. Garvey is recognized as an Exemplary Social Emotional Learning School.

## 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 2b. 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.

Parents have various opportunities to support the school, such as participating in Parent and Community (PAC) meetings, Local School council sessions, volunteering, and Family Nights. Parents are invited to assemblies and our school-wide college celebration. Communication between school and home is achieved through newsletters, phone calls, the school website, Remind Systems, and Class Dojo. All parents receive support in accessing the parent portal and parents may request a conference at any time during the school year. According to the My School My Voice Survey parents involved families is strong.

### 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"> <li>✓ Examples of communication methods and content</li> <li>✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.</li> <li>✓ Outreach efforts</li> <li>✓ Documentation of responsiveness to Parent Support Center concerns raised</li> <li>✓ Event agendas, flyers</li> <li>✓ Fundraising activities and amounts (if applicable)</li> <li>✓ How does the school honor and reflect the diversity of families including language and culture?</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Five Essentials Score – Involved Families</li> <li>✓ My Voice, My School Survey scores – outreach to parents, parent-teacher trust</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Involved Families</li> <li>✓ My Voice, My School Survey scores – outreach to parents, parent-teacher trust</li> </ul>
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	
✓	<a href="#">Parent Support Centers</a>
✓	<a href="#">Parent University</a>
✓	<a href="#">Parent Portal</a>

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐ = Not of focus
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
2	Expectations for Quality & Character of School Life: Culture for Learning	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
3	Culture of & Structure for Continuous Improvement: Aligned Resources	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
3	Culture of & Structure for Continuous Improvement: Professional Learning	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
3	Expectations for depth & breadth of Quality Teaching: Instruction	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for depth & breadth of Student Learning: Curriculum	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
3	Expectations for depth & breadth of Student Learning: Instructional Materials	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐

3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1	2	3	4	5	⊖
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	⊖
3	Expectations for Quality & Character of School Life: Parent and Family Partnership	1	2	3	4	5	⊖
3	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊖
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊖
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊖

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
<b>National School Growth Percentile - Reading</b>					
Students are currently performing at the 68%. Our goal is for at least 70% of our students to meet their expected growth targets for the 2017-2018 school year and increase to the 75th percentile the subsequent year. We will ensure that teachers are using data to group students in small groups and assigning more authentic student work.	88.00	68.00	70.00	75.00	80.00
<b>National School Growth Percentile - Math</b>					
Students are currently performing below the national growth of the 50th percentile. Our goal is for at least 50% of students to meet their expected growth targets for the 2017-2018 school year and increase by 5% each subsequent year. We will ensure that teachers are using data to plan small group instruction and assigning students rigorous task and authentic student work.	40.00	40.00	50.00	55.00	65.00
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>					
Currently 54.7% of students are meeting/exceeding the national ave growth norms. Our goal is to increase this by 5% each year. We will ensure that teachers are using data to group students for small group instruction and assigning more authentic student work.	58.70	54.70	59.00	63.00	68.00
<b>African-American Growth Percentile - Reading</b>					
African American students are currently performing at the 68th percentile. Our goal is to increase this by 5 percent to ensure students are meeting their expected gains each year.	88.00	68.00	70.00	73.00	76.00
<b>Hispanic Growth Percentile - Reading</b>					
There are no Hispanic students taking DWA	(Blank)	(Blank)	0.00	0.00	0.00
<b>English Learner Growth Percentile - Reading</b>					
There are no ELL students taking DWA	(Blank)	(Blank)	0.00	0.00	0.00
<b>Diverse Learner Growth Percentile - Reading</b>					
The percentile was not calculated on our last SQRP	(Blank)	(Blank)	0.00	0.00	0.00
<b>African-American Growth Percentile - Math</b>					

African American students are currently performing below the national growth percentile. Our goal is for 50% of students to meet their expected growth targets and increase by 5% each subsequent year.

40.00 40.00 45.00 50.00 55.00

**Hispanic Growth Percentile - Math**

There are no Hispanic students taking DWA

(Blank) (Blank) 0.00 0.00 0.00

**English Learner Growth Percentile - Math**

There are no ELL students taking DWA

(Blank) (Blank) 0.00 0.00 0.00

**Diverse Learner Growth Percentile - Math**

This percentile was not calculated on our last SQRP

(Blank) (Blank) 0.00 0.00 0.00

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

Students are currently at the 74% in attainment. Our goal is to increase for 3% each year.

68.00 74.00 77.00 80.00 83.00

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

Students are currently performing below the 50th percentile in math attainment. Our goal will be to increase through by 5% each year. Teachers will focus on data and small groups ensure there is an increase.

30.00 35.00 40.00 45.00 50.00

**National School Attainment Percentile - Reading (Grade 2)**

2nd grade students attainment currently is below the 50th percentile. Our goal is to ensure that students increase by 5% each year.

91.00 45.00 50.00 55.00 60.00

**National School Attainment Percentile - Math (Grade 2)**

2nd grade students are trending up. Our goal is to ensure that students increase by 5% each year.

88.00 52.00 55.00 60.00 65.00

**% of Students Making Sufficient Annual Progress on ACCESS**

N/A

(Blank) (Blank) 0.00 0.00 0.00

**Average Daily Attendance Rate**

Garvey will continue to work to increase our attendance annually by 1% through continuous communication with parents and student incentives. Students who attend school daily are able to access the best instructional practices. Our goal is for students to be present and taking advantage of the full instructional day regularly.

94.20 93.70 95.00 96.00 97.00

**My Voice, My School 5 Essentials Survey**

According to the 5Essentials, My Voice My School Survey, students are interested and engaged in learning. Students believe that teachers encourage all students to make connections and seek multiple perspectives through their course work. Teachers ensure that learning is differentiated and look to student interest surveys to identify topics of interest for all students. Garvey offers a vast amount of programs to spark interest of students during the academic day. You Be the Chemist, Gardening, Girls on the Run, Partnership with Communities in Schools. Mindful Practices Yoga program, National Junior Beta Club and Ascending +Young Pearls all contribute to developing well rounded students. Our Extended Day Program offers students an opportunity to gain individualized instruction daily.

(Blank) (Blank) (Blank) (Blank) (Blank)

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

Strategy 1

If we do...

Implement a cycle of school wide assessments to monitor student progress and shifts in instruction

...then we see...

Teachers administering school wide assessments, analyzing data to adjust instruction to address the students areas of focus

...which leads to...

teachers using data to drive instruction and a 10% increase in student growth and attainment on the DWA

Tags:

Balanced grading and assessment, Assessment design, Benchmark progress monitoring, Instruction planning

Area(s) of focus:

1

Action step	Responsible	Timeframe	Status
Cycle Team leads/ILT will find researched based assessments for literacy and math that they will present.	Cycle Team leads/ILT	Jun 11, 2018 to Jun 22, 2018	Not started
<b>1, Aligned assessments</b>			
Cycle Team Leads/ILT members will share their findings with the team	ILT	Jun 28, 2018 to Jun 28, 2018	Not started
<b>Assessments, Aligned assessments</b>			
Ensure funds are available to purchase assessment programs Stride/Study Island	Principal	Jul 5, 2018 to Jul 5, 2018	Not started
<b>Allocations of funds for purchasing materials for instruction and professional development</b>			
Meet with LSC to gain approval for new assessments. Purchase site license for all grade levels.	Principal	Jul 9, 2018 to Jul 13, 2018	Not started
<b>Aligned assessments</b>			
Provide all staff with Professional Development on administrating and analyzing interim assessments. Provide staff with an assessment calendar.	Principal	Aug 27, 2018 to Aug 31, 2018	Not started
<b>Professional development, Aligned assessments</b>			
Teachers will administer baseline assessments in Literacy and Math and complete data sheets.	Teachers	Sep 4, 2018 to Sep 11, 2018	Not started
<b>Assessmnet</b>			
Analyze EOY Spring data from the DWA to determine instructional needs for class and individual students.	ILT, Teachers Team and administration	Sep 10, 2018 to Sep 14, 2018	Not started
<b>Analysis of data, progress monitoring, rit instruction, small group instruction</b>			
Administer interim assessments at 5 week intervals, complete data charts, analyze data and adjust instruction as needed.	Teachers, Administration	Sep 4, 2018 to Jun 3, 2019	Not started

Interim assessment

## Strategy 2

If we do...

a school-wide framework that ensures high quality differential instruction and targeted support for students academically and socially. Provide differentiated instruction that is aligned to the CCSS to ensure effective learning practices. Provide teachers with professional development on planning for differentiate instruction. Continue to increase teacher capacity around implementing NGSS through developing an understanding of NGSS and creating professional learning community that encourages teacher collaboration. Improve the overall quality of diverse learners instruction.

...then we see...

Intensive and targeted instruction aligned to core instruction for Tier 2 and 3 students. Teachers providing effective core instruction to all students.

...which leads to...

A 10% increase in reading and math growth and attainment, students being provided with the necessary interventions and supports to lead them to academic success.

Tags:

Academic expectations, Academic gains

Area(s) of focus:

2

Action step

Ensure that teachers are using data to group students. Provide task that meet students needs. Have goal setting conferences with students and create action plans for meeting goals.

Responsible

Teachers

Timeframe

Sep 4, 2018 to Jun 14, 2019

Status

Not started

### Classroom rigor

Ensure that teachers are planning and providing more authentic and rigors instruction. All students will be engaged in rigorous and relevant task. Teacher allowing student to student discourse throughout lessons.

Administration, Teachers

Sep 4, 2018 to Jun 14, 2019

Not started

### Instructional planning

Common planning time will be allocated weekly so teachers can collaborative development of looking at student work and developing rigorous task and authentic student work.

Teachers, Administration

Sep 4, 2018 to Jun 14, 2019

Not started

## Strategy 3

If we do...

create a school wide support guide to ensure that all staff receive professional development on academic and behavioral Tier 2 and Tier 3 support

...then we see...

Teachers and support staff who utilize and implement core instruction with support based on students needs

...which leads to...

Students being successful and monitoring supports for students.

Tags:

Mtss-sel

Area(s) of focus:

3

Action step

Monitoring to ensure that students are receiving interventions and teachers are using the data to provide the necessary interventions

Responsible

Administration

Timeframe

Sep 4, 2018 to Jun 14, 2019

Status

Not started

### Monitoring

Provide training for support staff so that they academic and behavioral interventions can be provided by SECA's and TA who push in.

Principal/Teachers

Jun 4, 2018 to Jun 14, 2018

Not started

**MTSS**

Develop a school-wide schedule that allows for interventions /enrichments daily	Principal/Teachers	select	Not started
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**Strategy 4**

If we do...

Develop a culture where teachers set high expectations for all students

...then we see...

teachers consistently communicating the expectation that all students can achieve at high levels

...which leads to...

students taking ownership and pride in their work and assuming responsibility for high quality work which will lead to an increase on the NWEA

Tags:  
Culture for learning

Area(s) of focus:  
4

Action step	Responsible	Timeframe	Status
Provide students with frequent, informative feedback	Teacher	select	Not started

**Student ownership, Culture for learning**

Utilize strategies to encourage daily and timely attendance	Administration/Teacher	select	Not started
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**Attendance plan, Attendance rate**

**Action Plan**

**Strategy 1**

**NOT STARTED** Cycle Team leads/ILT will find researched based assessments for literacy and math that they will present."  
Jun 11, 2018 to Jun 22, 2018 - Cycle Team leads/ILT

**Status history**



**NOT STARTED** May 20, 2018  
**Evidence**

**NOT STARTED** Cycle Team Leads/ILT members will share their findings with the team"  
Jun 28, 2018 to Jun 28, 2018 - ILT

**Status history**



**NOT STARTED** May 20, 2018  
**Evidence**

**NOT STARTED** Ensure funds are available to purchase assessment programs Stride/Study Island"  
Jul 05, 2018 to Jul 05, 2018 - Principal



## Status history



**NOT STARTED** May 20, 2018  
**Evidence**

**NOT STARTED** Meet with LSC to gain approval for new assessments. Purchase site license for all grade levels."  
Jul 09, 2018 to Jul 13, 2018 - Principal

## Status history



**NOT STARTED** May 20, 2018  
**Evidence**

**NOT STARTED**  
Provide all staff with Professional Development on administrating and analyzing interim assessments. Provide staff with an assessment calendar."  
Aug 27, 2018 to Aug 31, 2018 - Principal

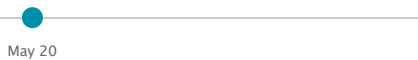
## Status history



**NOT STARTED** May 20, 2018  
**Evidence**

**NOT STARTED** Teachers will administer baseline assessments in Literacy and Math and complete data sheets."  
Sep 04, 2018 to Sep 11, 2018 - Teachers

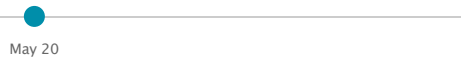
## Status history



**NOT STARTED** May 20, 2018  
**Evidence**

**NOT STARTED** Analyze EOY Spring data from the DWA to determine instructional needs for class and individual students."  
Sep 10, 2018 to Sep 14, 2018 - ILT, Teachers Team and administration

## Status history



**NOT STARTED** May 20, 2018  
**Evidence**

**NOT STARTED** Administer interim assessments at 5 week intervals, complete data charts, analyze data and adjust instruction as needed."  
Sep 04, 2018 to Jun 03, 2019 - Teachers, Administration

## Status history



**NOT STARTED** May 20, 2018  
**Evidence**

## Strategy 2

NOT STARTED

Ensure that teachers are using data to group students. Provide task that meet students needs. Have goal setting conferences with students and create action plans for meeting goals."

Sep 04, 2018 to Jun 14, 2019 - Teachers

### Status history

May 20

NOT STARTED

May 20, 2018  
**Evidence**  
Lesson/Unit pans

NOT STARTED

Ensure that teachers are planning and providing more authentic and rigors instruction. All students will be engaged in rigorous and relevant task. Teacher allowing student to student discourse throughout lessons."

Sep 04, 2018 to Jun 14, 2019 - Administration, Teachers

### Status history

May 20

NOT STARTED

May 20, 2018  
**Evidence**  
Lesson Plans/REACH evaluation

NOT STARTED

Common planning time will be allocated weekly so teachers can collaborative development of looking at student work and developing rigorous task and authentic student work."

Sep 04, 2018 to Jun 14, 2019 - Teachers, Administration

### Status history

May 20

NOT STARTED

May 20, 2018  
**Evidence**

## Strategy 3

NOT STARTED

Monitoring to ensure that students are receiving interventions and teachers are using the data to provide the necessary interventions"

Sep 04, 2018 to Jun 14, 2019 - Administration

### Status history

May 20

NOT STARTED

May 20, 2018  
**Evidence**  
Lesson Plans

NOT STARTED

Provide training for support staff so that they academic and behavioral interventions can be provided by SECA's and TA who push in."

Jun 04, 2018 to Jun 14, 2018 - Principal/Teachers

## Status history

May 20

**NOT STARTED** May 20, 2018  
**Evidence**

**NOT STARTED** Develop a school-wide schedule that allows for interventions /enrichments daily"  
- Principal/Teachers

## Status history

May 20

**NOT STARTED** May 20, 2018  
**Evidence**  
School Schedule

### Strategy 4

**NOT STARTED** Provide students with frequent, informative feedback"  
- Teacher

## Status history

May 20

**NOT STARTED** May 20, 2018  
**Evidence**  
Student goal setting sheets

**NOT STARTED** Utilize strategies to encourage daily and timely attendance"  
- Administration/Teacher

## Status history

May 20

**NOT STARTED** May 20, 2018  
**Evidence**  
Attendance rosters

### 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.

An annual parent meeting is held in September to review the CIWP and additional meeting will be held throughout the year to give parents and the community an opportunity to review and offer suggestions for improvements of the CIWP.

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

An annual Meeting will be held in September to inform parents of the school's participation in ESSA, Title 1 programs and to explain the Title 1 requirements and their right to be involved in the program. The school will offer additional parental involvement meetings, including monthly PAC meetings. Student's will take home a two-way communication letter for all meetings.

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

The school will hold monthly PAC meetings for parents to share suggestions and to participate in learning more on how to assist their children in the educational process. Parents suggestions will be discussed and shared with the Garvey team. In the event that parents need information provided, additional meetings will be scheduled in a timely manner. Meetings will be held according to the parent body and parents are welcomed to offer suggestions for improvements to Garvey.

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.

At Open House at the beginning of the school year, parents will receive a report of their child's performance on the NWEA for both reading and math. Parents will also receive goal setting charts to assist them in understanding where their child is and where they need to be by the end of the year. In addition, at the 1st and 3rd quarter parent conference, parents will receive MOY and BOY data from the NWEA and DIBELS.

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.

A letter that defines the teacher's status will be mailed to the parents at their request. Garvey's staff is highly qualified, although sometimes things happen out of our control and a teacher may have to work with student's for a short period of time. If this should occur, parents are notified by letter and staffing the classroom because a number 1 priority.

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.

Grade level parent meetings, monthly parent workshops, parent teacher conferences and individual conferences are strategies that are implemented to assist parents in becoming more knowledgeable about expectations and how to better monitor their child's progress.

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.

Marcus Garvey has a parent engagement room that includes a variety of materials and resources. Parents are also welcome to use the computer lab daily. Parents will be notified of any new programs that begin at Garvey. In addition Family Literacy, Math and Science Night workshops will be provided on how to effectively utilize each instructional program.

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.

Professional Development is provided for both the teachers and parents throughout the year. We believe that "Together We Make a Difference". Parents are welcome to volunteer if necessary. Also, parents will be in communication with teachers every five weeks. Parents also may attend field trips and assist with Fun Day and Family Fun Nights. RTI is used to reach out to struggling students through equal agreement with parents. This is done by analyzing test scores, classroom participation, and looking at students work and behavior.

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.

Marcus Garvey has two full day pre-kindergarten rooms for 3yrs-4yrs. Parents are encouraged to attend field trips and a variety of activities throughout the school year. Parents are also invited into their child's classroom each quarter to observe what their child experiences daily. They are also provided with ways they can assist their child at home. Teachers attend all Professional Development needed for training of the different Early Childhood Programs. Parents are encouraged to request additional training if Garvey does not offer them.

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

The home language at Marcus Garvey is English. All information sent home will be reader friendly and include a phone number if additional information is needed. Letters are sent home in a two-way communication format. This allows the parent to read, sign and return the forms. This helps with communicating with parents. High level information is sent by certified mail to parents and outgoing messages are provided through the phone system. Every classroom teacher has a classroom website that provides parents with key information pertaining to their child's classroom.

#### 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.)

Marcus Garvey School is dedicated to providing each student with a quality education with an emphasis on Reading, Writing, Math and Science with the integration of technology and leadership development as a part of our goal to produce life- long learners. As we prepare students to function in a global society, we believe that a commitment to excellence, cultural awareness and various learning facets will broaden student's horizons. It is our desire to meet the individual needs of our students through data driven instruction as we guide them through the initial stages of life- long learning. Marcus Garvey School aspires to be a community that fosters the ability to be successful and communicate in a diverse environment. We believe that all Garvey students will be goal oriented, highly motivated and critical thinkers as they enter in to high school and beyond. They will be ambitious and take pride in what they have achieved at Marcus Garvey; in turn, providing them with endless possibilities.

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 are held in November, April at the end of the first and third marking periods and as needed. The dates are scheduled per the Chicago Board of Education school calendar. Teachers encourage parents to come out at those times. Other conferences are scheduled throughout the year as needed by both parents and teachers.

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 are updated of student progress continually via the online Gradebook. Additionally, parents will receive a progress report every five weeks. Teachers make phone calls home and send letters as needed. A child never receives a failing grade with out an attempt to contact a parent. Parents sometimes send notes by students to have a parent call home. Garvey practices an open door policy as long as it is not during instructional time. Parents may schedule an appointment to observe their child's classroom.

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

Parents are allowed to request a conference with a teacher based upon a mutually agreed time between teacher and parent.

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.

Marcus Garvey School welcomes parents to volunteer. Teachers will send letters home when volunteers are needed in the classroom. If parents want to volunteer, they may request a volunteer day. All parent volunteers must complete the CPS volunteer application and follow the required procedures.

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

Garvey parents are viewed as partners in the classroom. Teachers require parents to sign off on their child's homework and assist with other projects such as science fair and history fair. Primary students take home books nightly which they read to a parent. If a student is absent parents are required to submit an excuse note.

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 may call the school at any time if they have any questions or concerns. If a child requires an evaluation, they may speak with the case manager. A parent is sent a letter if their child requires an evaluation. A parent may request a meeting with the support team anytime. All meetings are held in room 213 away from other students and staff. Each teacher has a classroom webpage which gives daily homework as well as upcoming project and events.

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).

Marcus Garvey students will continue to control their learning through class participation, good attendance, positive attitude, and self-control. Some students may have to complete a teacher/student contract with a parent signature. Students monitor their own data from NWEA from spring to winter and winter to spring. Students' progress much better when they take control of their academic achievement. Students will come to school daily prepared to learn. This means dressed in uniform and with all supplies.

## 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.

Marcus Garvey has a Parent Engagement Center where parents come for meetings and workshops on ways to assist them in increaaasing their student's academic achievement. Parents learn how best to assit their students at home and to better understand the NWEA data and preparing their student for high school and beyond. These workshops are throughout the school year.

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

Account(s)	Description	Allocation
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 900 .00
53405	<b>Supplies</b> 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.	\$ 250 .00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 300 .00
54125	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ Amount .00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$ Amount .00
<p>54205</p>	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ Amount .00
<p>54565</p>	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ Amount .00
<p>53510</p>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$ 150 .00
53306	<b>Software</b> Must be educational and for parent use only.	\$ Amount .00
55005	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$ Amount .00