



Mount Vernon Elementary School / Plan summary

2018-2020 plan summary

Team

Name	Role	Email	Access
Raquel Davis	Principal	rdavis3@cps.edu	Has access
Anjanette Lipsett	Assistant Principal	allipsett@cps.edu	Has access
Ann Reidy	DL Teacher	akreidy@cps.edu	Has access
Jennifer Bobo	Teacher, LSC Member	JLBobo@cps.edu	No Access
Chelita O'neal	Teacher	clharris@cps.edu	No Access
Sharron Wood	Teacher, LSC Member	SRWood@cps.edu	No Access
Debbie Jones	LSC Chairperson & Community Member	lildebb44@yahoo.com	No Access
Deborah Garner	SECA	djgarner1@cps.edu	No Access
Andrew Tourville	Counselor	altourville@cps.edu	No Access
Ryan Danielle	DL Teacher	dryan@cps.edu	No Access
Patricia Hammons	Parent	p.hammons26@gmail.com	No Access

Team meetings

Date	Participants	Topic
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02/15/2018	Davis, Lipsett, Reidy, Bobo, O'neal, Wood, Garner, Jones, Tourville, Ryan	Begin SEF, discussion, evidence, and ratings
02/22/2018	Davis, Lipsett, Reidy, Bobo, O'neal, Wood, Garner, Tourville, Ryan	Continue SEF; discussion, evidence, and ratings
03/08/2018	Davis, Lipsett, Reidy, Bobo, O'neal, Wood, Garner, Tourville, Robinson	Make final decision about school priorities and complete GAP Analysis
03/15/2018	Davis, Lipsett, Reidy, Bobo, O'neal, Wood, Garner	Goal Setting
04/05/2018	Davis, Lipsett, Reidy, Bobo, O'neal, Wood, Garner	Review/Revise Strategy statements and develop action steps for strategy implementation
04/12/2018	Davis, Lipsett, Reidy, Bobo, O'neal, Wood, Garner	Fund Compliance
04/19/2018	Davis, Lipsett, Reidy, Bobo, O'neal, Wood, Garner, Hammons, Jones, Robinson	Parent Involvement

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

1 2 3 4

School Vision is shared during state of school address, Staff, PAC & LSC meetings.
 5 Essentials Ratings in the following areas: Program Coherence - strong; Effective Leaders - strong; Collaborative Teachers - Strong.
 SEL team meets regularly to discuss and determine student social and emotional behavior concerns and determine supports and interventions.
 Implementation of Growth Hour includes teachers teaching instructional groups that are not solely their own students. Each instructional group is comprised of various students across grade levels.
 During after school boot camp teachers have a variety of students across grade levels for instruction just not their own students.
 Structured MTSS data collection and implementation of interventions.
 Male mentors working with 8th grade male students
 Teach backs allowed teachers the opportunity to lead professional development within the school.
 Opportunity of peer observations across subject areas and opportunity for debriefing and developing next steps and action items.
 Teacher Lead data analysis and powerpoint presentations.

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
 - Consider the demographics of the school community in developing a shared vision.
 - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
 - Consistently use informal and formal opportunities to champion and articulate the vision.
 - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
 - Ensure the school's identity, vision, and mission drive school decisions.
 - Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
 - Build shared leadership structures and opportunities for job-embedded leadership training and development.
 - Capitalize on the leadership skills of others.

- Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
 - Master skills associated with large-scale strategic planning processes and implementation of such plans.
 - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
 - Model ambitious goals for teaching and learning for all students, including priority groups.
 - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
 - Buffer staff from external distractions to the school's priorities and goals.
 - Limit school improvement goals to a few high leverage activities.
 - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

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

Instructional Leadership Team:

Score

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

1 2 3 4

ILT Effectiveness rubric score of 27 out of 28
 5 Essentials Rating for Instructional Leadership - Very Strong
 Implementation of the problem solving process. Especially seen through the development, implementation, analysis and effectiveness of growth hour.
 Common goal was the implementation of intervention plan Growth Hour.
 Data Analysis, time for reflection, and adjustments
 Intervention of Growth Hour was monitored with fidelity.
 Regularly held meetings with intentional agenda and action items.
 Able to identify successes and areas for improvement.

Guide for Instructional Leadership Team

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

- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
 - All team members have equity of voice and are actively engaged in asking questions.
 - Celebrate small wins and improvements.
 - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

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

Professional Learning:

Score

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

1 2 **3** 4

5 Essentials Rating for Collaborative Teachers - Strong
 SQRP school is Rating 3.2 with 54.1% of student meeting or exceeding National Average Growth Norms.
 PLC's are grouped subject areas and professional development was designed to be focused on the instructional needs of our school.
 Small group math centers collaboration
 Individual or differentiated conversations to gain or obtain instructional strategies.
 Staff attendance in district Summits, debriefing, and safe practice.
 Quarterly Network Professional Development
 Earth Force, Mighty Acorn, & Amplify professional development
 Reparations Won
 Schedules and Opportunities for Peer Observations
 Safe practice for teach back and implementation of new strategies.
 Mentors are assigned to new teachers within the building.
 Reach feedback provides specific and actionable items.

Guide for Professional Learning

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

- Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
MTSS Framework	<ul style="list-style-type: none"> Shared Leadership, Curriculum & Instruction 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Framework for Teaching	<ul style="list-style-type: none"> 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Teaching the Teachers ✓ Making Better Use of Research ✓ Upcoming Professional Learning Opportunities ✓ Framework for Teaching PD Modules

Aligned Resources:

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

Score

1 2 **3** 4

5 Essentials Ratings in the following areas: Ambitious Instruction - very strong; Collaborative Teachers - Strong; Effective Leaders-strong, Involved Families-strong, Supportive Environment - strong
 Growth Hour/ Intervention block is built into daily schedule
 Career Fair - to invite community into the building
 Funds are budgeted for reading instructional material, math material, scholastic news, Math IXL, MobyMax,
 Partnership with Ada S. McKinley with our severe students
 Hosted State Representative Justin Slaughter
 Game Changers, Hip Hop Detox, Girl Scouts
 Field Museum Partnership: Curriculum and cross curricular planning.
 Screening process for future hires: phone screening, ratings checked, administrators/references contacted, team interviews candidates, applicants teach a sample lesson.
 WITS Program w/ Rochelle Lee
 Foster Grandparent program

Guide for Aligned Resources

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

- Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
 - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Score

1 2 **3** 4

5 Essentials Ratings in the following areas: Ambitious Instruction - very strong; Collaborative Teachers - Strong; Effective Leaders-strong

All staff follow the network pacing guides. Evidence is captured through review of lesson plans, daily instruction boards, and random eye on instruction informal observations.

Teachers administer weekly stride assessments on thursday and fix up strategies on friday.

Diverse Learning students are exposed to grade level material in whole group instruction within their classrooms. Work is modified in some classrooms according to their IEP goals to ensure that they acquire core knowledge and skills. Evidence is captured by the resource teacher through conversations and collaboration logs between teachers.

Engaged in professional develop/partnerships with Mighty Acorns, Earth Force, and Amplify Science.

Some teachers are using the African American & Reparations Won Social Science Units located on Knowledge Center

Teachers conduct data analysis and develop and implement targeted and focused action plans to address learning gaps.

Guide for Curriculum

- - **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.

- English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
 - Understand research and implement programs to develop native language literacy for English learners.
- Advanced learners to extend core knowledge and skills.
- **Integrate academic and social emotional learning.**
- **Connection to real world, authentic application of learning. For example,**
 - Provide opportunities for meaningful project-based learning.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
- Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
 - Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

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

Instructional Materials:

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

Score

1 2 3 4

Reading Street, My Perspectives, Go Math & Eureka math are the core instructional materials that are ordered. Each program provides on level as well as differentiated material for advanced and or struggling learners. Scholastic News is used for Social Science; within these materials there are teacher resources that integrate text with videos, vocabulary, writing prompts, online games and lexile leveled reading material. Technology incorporated: Stride Assessments, Map Skills Assessment, Math & ELA IXL, MobyMax for Diverse and Struggling Learners, Piloting Splash Math, Reading A-Z, and readworks. Scholastic: Science World, Science Spin, and Super Science Developed and assembled the instructional material for Reading and Math Growth Hour. Students were assigned to small instructional groups school wide based on either RIT scores, stride assessments, or teacher judgement. Teacher provided direct instruction and practice using the curriculum material assembled by the Instructional Leadership Team. One teachers uses technology to incorporate virtual classroom field trips into her curriculum. Students are able to interact with other students and or guest speakers via internet. The art teacher is implementing the TAB strategy to give students choice to select the art projects they will complete. TAB is a choice based art curriculum. The art room is set up as a centers based studio. One of the most important aspects of a TAB classroom is student independence. To give students independence, students are able to freely move around to get the supplies they need. Teacher has seen a big turn around in students attitudes and behaviors during art.

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	<ul style="list-style-type: none"> Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School	<ul style="list-style-type: none"> A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Universal Design for Learning Guidelines 2.0 ✓ UDL PD Modules ✓ CPS Integrated Library System (S.O.A.R.)

Rigorous Student Tasks:

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

Score

1 2 3 4

Each classroom teacher develops and implements classroom management plans to provide structure and convey high learning expectations for students.

Teachers have created classroom attendance incentives for their individual classrooms. These incentives are in addition to or outside of the school-wide attendance incentives.

Agency, Identify and Authority strategies implemented and shared via class visits, capture of evidence, and debriefing.

Some classrooms have students writing, Peer editing

Some classroom using complex text in small groups

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
 - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
 - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
 - Tasks are Integrative to draw on multiple standards.

- Teach for Robust Understanding in Mathematics (TRU Math). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
 - **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
 - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
 - **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
 - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
 - **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
 - **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

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

Score

1 2 3 4

Implementation of Growth Hour ELA and Math as a focused intervention program.
 After school intervention program for targeted students on the trajectory for meeting EOY growth target.
 Career fair implemented 2017 SY. Professionals represented various professional careers.
 Counselor completes Naviance lessons with 6th - 8th grade students
 Goal setting conversations conducted for EOY NWEA purposes.
 Counselor implements real life 101 Career curriculum w/ 7th & 8th grade
 Counselor pulls lessons from "What's Next Illinois" w/7th & 8th
 Mighty Acorns and Earth Force Curriculum exposes them to careers in environmental stewardship
 Amplify Science exposes students careers in science.
 Go CPS transition applications with 7th & 8th graders
 Prek - Kindergarten transition program/curriculum in last quarter of school year.

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.

Objectives are posted in classrooms for daily instruction
 Teachers encourage peer-to-peer discussions as evidenced with “turn and talk” activities
 Teachers use academic vocabulary during instruction and encourage students to do the same during discussions
 Students ask questions and respectfully challenge one another using arguments
 Students cite textual evidence to support/develop a claim as evidenced by student work
 Teachers provide targeted supports to groups of students based on identified needs as evidenced in small group instruction
 Teachers check for understanding using exit slips and many have evidence of progress monitoring in data binders
 Teachers analyze data and create new action plans
 Teachers meet with students who are struggling and provide them with additional strategies or support
 Master schedule was specific in allowing time allocation for instructional blocks where all core subjects are covered.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
 - Guide students to articulate the relevance of the objective(s) to learning.
 - Anticipate possible student misunderstanding.
 - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
 - Enable students to contribute to extending the content by explaining concepts to their classmates.
 - Build on students' language development and understanding of content.
 - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
 - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
 - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
 - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
 - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
 - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
 - Provide targeted supports to individual students or groups of students based on their identified needs.
 - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
 - Monitor progress and check for understanding for individual students.
 - Change instructional practice based on analysis of current data.
 - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
 - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

Score

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.

1 2 **3** 4

TRC, and DIBELS - primary
 NWEA skills checklist - primary
 Informal & Formal administered in all classrooms.
 Teachers provide accommodations in presentation and timing for student success
 Teachers have access to assessment data (NWEA, DIBELS, TRC) and analyze assessment data to determine instructional effectiveness
 Grades are updated weekly & Grade policy developed and implemented
 Stride PMA administered school wide
 Frequent data analysis and action plan development

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see *MTSS* and *Instruction*)**
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications.**
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit.
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
 - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
 - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

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

Multi-Tiered System of Supports:

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

Score

1 2 3 4

Small group instruction is based on multiple data points (PMA, NWEA and classroom work)
Teachers empower students to advance their learning with STRIDE and IXL students can work additional lessons of their choosing.
Students hold data conversations with teachers and administrators
SEL is embedded into core content classrooms throughout the day; talking circles, calm classroom, peace circles, second steps.
Off-track students are identified and action plans are created and implemented
SEL team meets to create and implement action plans for identified students
Resource teacher meets with classroom teachers (when requested) to provide strategies
Interventions are put in place for students not making adequate progress (Ms. Gamble/Ms. Garner)
PLP's are created for identified students
Class Dojo is used to communicate with parents

Guide for Multi-Tiered System of Supports

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
 - Empower student to advance their learning.
 - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
 - Classrooms are student-centered with student agency.
 - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
 - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
 - Monitor students requiring and receiving targeted and intensive instruction/interventions.
 - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
 - Determine appropriate interventions for students or groups of students not making adequate progress.
 - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

Score

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

1 2 **3** 4

- Attendance incentives that have increased daily attendance
- Individual goal setting meetings with students
- School-wide expectations are posted throughout the building (evidence from 2016 still effective)
- Dojo field trips
- Teachers provided positive feedback on work and a "push forward" on work
- Morning Meeting in school auditorium daily.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
 - Use strategies to reinforce and cultivate student curiosity.
 - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
 - Consistently communicate the expectation that all students can achieve at high levels.
 - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
 - Clearly display school-wide expectations for academic and personal success throughout the building.
 - Set high expectations according to grade-appropriate learning objectives.
 - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
 - Recognize high levels of student achievement. All students receive recognition.
 - Encourage student resilience and hard work.
 - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
 - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
 - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and

- goals.
 - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
 - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
 - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
 - Employ strategies including ongoing monitoring and support of students' academic behaviors.
 - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

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

Relational Trust:

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

Score

1 2 **3** 4

Anger coping groups led by counselor and social worker
 7th grade parent meeting to support expectations of respectful interactions with adults
 Talking circles occur in most classrooms
 Second Step curriculum implemented by Health teacher with all grades
 SEL monthly themes implemented in some classrooms
 Peace circles conducted as needed by A.P., counselor and SEL Lead
 Respectful discussion stems taught and practiced in most classrooms
 Class Dojo/ positive behaviors acknowledged through points and quarterly superstar activities/ field trips
 Monthly SEL Assemblies include student presentations relevant to theme
 Restorative Practices consistently supported and implemented by most staff
 PLC structure promotes interaction among teachers - strategies shared, peer observations conducted, feedback discussed
 Shared Leadership structure implemented through ILT/ development and analysis of Growth Hour intervention block
 All staff participated in Growth Hour/ contributed to the growth of students in area of Vocabulary
 Reparations Won curriculum scheduled to be implemented 4th quarter with 8th grade students
 Continued implementation of systems and structures that warranted exemplary supportive school rating in 2018.
 Mentoring programs: Hip Hop Detoxx (8th grade boys), GameChangers (3rd-8th), All Stars (6th-7th), Girl Scouts (K-8th)

Guide for Relational Trust

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

- Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

Score

1 2 3 4

Beta Club expected to complete service project
 Research/ visit/ interaction with Senator Justin Slaughter and Supt. Eddie Johnson
 Some teachers use debate as activity in ELA and S.S.
 Students express beliefs through writing after guided exploration of controversial issues
 Chicago Children's Choir/ Beta Club trip to senior center - spreading cheer through song and gifts - Community Engagement
 Food Drive participation
 Leukemia - students raising penny's
 Toys for Tots participation
 Some teachers hold talking circles giving students opportunities to share perspectives
 My Voice My School Survey completion/ responses analyzed and action plan created
 6th-8th Earth Force - development of environmental service project
 3rd-5th Mighty Acorns / field experiences/ participation as environmental stewards
 After School All Stars - programs designed based on student-interest
 Girl Scouts - expected start date in March
 8th grade Class officers - student-elected

Guide for Student Voice, Engagement, & Civic Life

Study politics

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

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ▪ MVMS Student Survey completion rates and results ▪ Artifacts from student-run organizations and events (including SVCs) ▪ Meeting minutes/agendas that include student participation ▪ Policies regarding student engagement in decision making ▪ Service learning reports and/or reflections of SL projects ▪ Unit and curriculum maps, rubrics, assessment artifacts ▪ Evidence of student work ▪ Democracy School recognition
Measures	✓ Five Essentials – Supporting Environment
Five Essentials	Supportive Environment
MTSS Framework	Connection & 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/MS/HS 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

Safety was concern on MVMS survey from last school year - Team created and conducted new survey of 5th-8th graders to target root cause. Action plan developed and implemented based on results

Fire, Lockdown drills - protocols reviewed, practiced, discussed

Schoolwide expectations posted and reviewed during morning meeting

Class Dojo (school-wide use/ tracking system)

Student Logger (misconduct reporting system)

Most teachers have emergency lesson plans completed and stored in office

Full-time security guard and part-time security officer on staff

All teachers proficient or above in 2C - management of transitions

Culture/ Climate Team meets monthly - addresses issues pertaining to SEL and school environment needs

Exemplary Supportive School award - SY18

School Climate Assessment completed as a team - all areas proficient or above

Arrival and dismissal procedures are orderly and well-monitored by staff

Restorative Practices implemented by most staff members. Students are kept in the room with minimal disruption to learning.

Consequences issued are differentiated and aim to restore relationships and reduce repeat offenses.

Students feel safe approaching staff with issues - strong connections between staff and students.

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
 - Manage classroom routines and procedures to maximize instructional time.
 - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
 - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
 - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
 - All adults use active supervision (move, scan, and interact) in all settings.
- **Have a voice and take informed action.**
 - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement

- solutions. (e.g. student voice committee).
- Students initiate and lead some school improvement initiatives.
 - Students participate in democratic decision-making at the school level.
 - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
 - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

Score

1 2 3 4

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

Academic SEL Leads attend network training
 Most staff trained in Restorative Practices
 Exemplary Supportive and Restorative Practice Model School - SY18
 Out of School suspension as consequence infrequently issued
 Restorative Practices implemented by most staff members. Students are kept in the room with minimal disruption to learning.
 Consequences issued are differentiated and aim to restore relationships and reduce repeat offenses.
 Majority of parents connected through Class Dojo - frequent communication between teacher/ admin and parents
 Circles held as needed
 Menu of restorative interventions and discipline protocol posted in classrooms
 SEL state standards and CASEL's competencies posted in all rooms
 Staff handling disciplinary issues use calming, restorative, coaching techniques to assist students in taking ownership of their wrongdoings and developing strategies to restore relationships.

Guide for Restorative Approaches to Discipline

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

- Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
- Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
- Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
- Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Evidence, Measures, and Standards

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

Parent and Family Partnership:

Score

1 2 3 4

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

Class Dojo - majority of parents connected. Staff communicates through school/classroom stories and direct messages
 School website, Facebook, Twitter - updated with information and events
 Parents invited to Honors receptions quarterly
 Parents encouraged to attend field trips
 PAC formed
 Family Engagement Day - March
 Progress reports/ report cards sent home according to CPS timeline
 MVMS survey - school scored strong/very strong in all areas
 Report Card Pick Up Days - raffles to encourage attendance of parents
 Administrator/ Parent conferences are held regarding attendance concerns
 Admin/ Parent conferences are held regarding students not performing in benchmark grades
 Counselor/ Parent conferences are held for students not meeting behavioral expectations
 Kindergarten teacher sends home weekly newsletters
 Primary teachers have reading log/ parent involvement requirements
 Raffle rewarding students AND their parents for attendance
 Parent Portal registration table/ encouragement at Open House and Report Card Pick Up Days - raffle ticket for all registered
 Parent Handbook issued during Open House
 Parents invited to all special events ie: assemblies, spelling bee

Guide for Parent and Family Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
 - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
 - Host events for parents to share with other parents how home and school complement each other.
 - Share best practices around learning and development with parents to support students at home.
 - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
 - Inform parents of attendance expectations and the impact of attendance on a student's trajectory.

- Assist parents to volunteer in the school and/or participate on teams/committees.
- Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- **Frequently communicate with families about class and individual activities and individual student's progress.**
 - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
 - Send regular, positive, personalized communication from a staff member.
 - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
 - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
 - Information is provided to parents in their native language.
 - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

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

Goals

Required metrics (Elementary)

18 of 18 complete

2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
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National School Growth Percentile - Reading

Reviewing the data from SY 2016 (48th), 2017 (64th) to 2018(76th) there is a visible trend of students making adequate yearly gains in reading. With the continued emphasis and implementation of small group targeted instruction using the student NWEA profile report to address student growth areas in addition to the implementation of complex test within the balanced literacy block, students will show steady and sustained growth for school years 2018-2020.

64.00	76.00	78.00	80.00	82.00
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National School Growth Percentile - Math

Reviewing the data from SY 2016 (56th), 2017 (88th) to 2018(57th) inconsistencies exist which demonstrate that students are not making yearly adequate growth in math. This trend can mostly attribute to the turnaround in teacher positions and or vacancies in the intermediate grades. Establishing the moderate goals for SY19 and Y20 allows for the instructional gap to be closed so that students can recoup the instruction lost. Departmentalization will be implemented in grades 4th – 8th so that teachers can go deeper into content of the discipline and provide authentic, meaningful and rigorous math tasks in the math classroom. Small group instruction will continue to be implemented with fidelity and teachers will access student NWEA profile reports to address student's area of growth and plan appropriate instruction.

88.00	57.00	58.00	60.00	65.00
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% of Students Meeting/Exceeding National Ave Growth Norms

Reviewing SY 2016 (56%), 2017 (61.9%) to 2018 (54.1%) the data indicates that the students meeting/exceeding national average growth norms are not consistent. Developing and implementing an intervention or MTSS /growth hour of instruction into to daily schedules will allow us to focus in on areas where students need additional supports or enrichment opportunities. Also, developing an after school, school sponsored summer school, or Saturday school instructional targeted program will lead to steady and sustained growth for school years 2018-2020.

61.90	54.10	55.00	58.00	60.00
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African-American Growth Percentile - Reading

99.2% of our school demographic is comprised of African American students. With the continued emphasis on small group instruction and targeted instruction using the student NWEA profile report to address student growth areas, students will show steady and sustained growth over school years 2018-2020.

64.00	76.00	78.00	80.00	82.00
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Hispanic Growth Percentile - Reading

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

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

22.4% of our school demographic is comprised of Diverse Learners. Reviewing the data from SY 2016 (9th), 2017 (13th) to 2018(38th) there is a visible trend of students making adequate yearly gains in reading. However, for math the SY 2016 (70th), 2017 (76th) to 2018 (31st) data trends shows diverse learners are not making yearly adequate growth in math. The development and implementation of student individualized learning plans in addition to the development and implementation of a uniform progress monitoring tool to determine whether students are making progress over time and to make appropriate changes to interventions will be developed. Instructional strategies such as scaffolded instruction, explicit teaching, tiered assignments and flexible pacing and grouping will be implemented and monitored.	13.00	38.00	20.00	30.00	40.00
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African-American Growth Percentile - Math

99.2% of our school demographic is comprised of African American students. With the continued emphasis on small group instruction and targeted instruction using the student NWEA profile report to address student growth areas, students will show steady and sustained growth over school years 2018-2020.	88.00	57.00	60.00	62.00	65.00
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Hispanic Growth Percentile - Math

DNA	(Blank)	(Blank)	0.00	0.00	0.00
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English Learner Growth Percentile - Math

DNA	(Blank)	(Blank)	0.00	0.00	0.00
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Diverse Learner Growth Percentile - Math

22.4% of our school demographic is comprised of Diverse Learners. Reviewing the data from SY 2016 (9th), 2017 (13th) to 2018(38th) there is a visible trend of students making adequate yearly gains in reading. However, for math the SY 2016 (70th), 2017 (76th) to 2018 (31st) data trends shows diverse learners are not making yearly adequate growth in math. The development and implementation of student individualized learning plans in addition to the development and implementation of a uniform progress monitoring tool to determine whether students are making progress over time and to make appropriate changes to interventions will be developed. Instructional strategies such as scaffolded instruction, explicit teaching, tiered assignments and flexible pacing and grouping will be implemented and monitored.	76.00	31.00	32.00	35.00	40.00
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National School Attainment Percentile - Reading (Grades 3-8)

Reviewing SY 2016 (56%), 2017 (61.9%) to 2018 (54.1%) the data indicates that the students meeting/exceeding national average growth norms are not consistent. The percentage of students meeting national attainment percentiles has not been significant. Targeting students; developing and implementing extended day, enrichment, and blended learning opportunities over time will increase the number of students meeting national school attainment percentiles appropriate for each grade level.	36.00	30.00	40.00	45.00	50.00
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National School Attainment Percentile - Math (Grades 3-8)

Reviewing the data from SY 2016 (56th), 2017 (88th) to 2018(57th) inconsistencies exist which demonstrate that students are not meeting/exceeding national average growth norms. Implementing math practice standards, Depth of Knowledge 3 and 4 tasks, small group instruction, and opportunities for students to engage in meaningful/enriching tasks in addition to adhering to the Network pacing guide with fidelity and the frequent assessment of student skill acquisition will assist in the number of students meeting grade appropriate attainment targets.

42.00	29.00	35.00	40.00	45.00
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National School Attainment Percentile - Reading (Grade 2)

Reviewing SY 2016 (85th), 2017 (12th) to 2018(49th) the data demonstrates that students have been making adequate yearly growth to meet/exceed national average growth norms. The implementation of frequent progress monitoring, differentiated instruction, MTSS pull-out intervention, blended learning, and after school intensive instructional support has led to the swift and significant upward movement in students meeting grade appropriate attainment targets. Continued implementation of these strategies will lead to consistent growth over school years 2018-2020.

12.00	49.00	50.00	53.50	55.00
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National School Attainment Percentile - Math (Grade 2)

Reviewing SY 2016 (43rd), 2017 (17th) to 2018(56th) the data demonstrates that students have been making adequate yearly growth to meet/exceed national average growth norms. The implementation of frequent progress monitoring, differentiated instruction, MTSS pull out intervention, blended learning, and after school intensive instructional support has led to the swift and significant upward movement in students meeting grade appropriate attainment targets. Continued implementation of these strategies will lead to consistent growth over school years 2018-2020.

17.00	56.00	56.00	60.00	64.00
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% of Students Making Sufficient Annual Progress on ACCESS

DNA

(Blank)	(Blank)	0.00	0.00	0.00
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Average Daily Attendance Rate

There has been a steady decline of average daily attendance rate SY 2016 (94.6%), 2017 (93.9%) to 2018(93.6%). The student mobility rate is 13% and the Chronic Truancy rate is 49.5%. Developing an attendance team, implementing an aggressive attendance improvement and monitoring program will lead to a steady increase in daily student attendance for the upcoming 2018-2020 school years.

93.90	93.60	94.00	94.50	95.00
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My Voice, My School 5 Essentials Survey

The My Voice, My School 5 essentials survey has increased yearly; SY 2016 (moderately organized), 2017 (Well Organized) to 2018(Well Organized). Continuing the practice of analyzing the results of the MVMS survey to identify areas for improvement, then developing an improvement/action plan for implementation will be a continued protocol and practice.

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Custom metrics

0 of 0 complete

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

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

IF school professional learning teams consistently engage in student work analysis that includes the review of unit plans and

THEN teachers will plan and create opportunities for students to demonstrate DOK 3 strategic thinking/reasoning and DOK 4

As a result, students will be exposed to learning concepts at the highest DOK level ,resulting in students meeting or exceeding attainment

lesson plans aligned with DOK levels 3 and 4 of Hess Cognitive Rigor Matrix, as well as incorporating project and inquiry-based learning strategies....

extended thinking evidenced through student tasks, assessments, and projects...

targets on NWEA Map Assessment increasing from 55% to 60%.

Tags:
Academic rigor

Area(s) of focus:
1

Action step	Responsible	Timeframe	Status
<p>Introduce the Five Dimensions of Powerful classrooms and show alignment between the dimension and district's vision, network foci, and school initiatives. Unpack the 5 Dimensions of Powerful Classrooms and implement summit strategies to support and improve instruction.</p>	Admin/Teachers/PLC	May 28, 2018 to Jun 16, 2018	On-Track
Rigorous instruction			
<p>Define and develop shared understanding of Cognitive Demand/ rigor: What does it look like & sound like in the classroom? What are the teacher moves and student moves? How will this look different than what we are doing now? (Growth Mindset)</p>	Administration & Teachers	Aug 27, 2018 to Aug 31, 2018	Behind
Rigorous instruction			
<p>Create a tool or protocol to ensure alignment of students tasks with learning objectives that reflect the depth of knowledge expectations. Tasks should be interactive and draw on multiple standards. Plan and implement DOK Level 3 & 4 activities in classrooms based on Hess Cognitive cognitive rigor matrix.</p>	Teacher Leaders	Sep 3, 2018 to Jun 22, 2019	Behind
Rigorous instruction			
<p>Develop classroom look-fors, monitoring and feedback tool. Look for TRU Dimension instructional strategies to increase cognitive demand/rigor.</p>	Administrators/ Teacher Leaders	Sep 3, 2018 to Jun 20, 2020	On-Track
Rigorous instruction			
<p>Opportunities for peer observations to gather evidence of cognitive demand/ rigor using observation tool & Feedback</p>	Teachers	Sep 3, 2018 to Jun 20, 2020	On-Track
Rigorous instruction			
<p>Develop and implement cohesive instructional "Balanced Literacy" block per grade band - K-8</p>	Teachers	Aug 27, 2018 to Jun 20, 2020	On-Track
Ela			
<p>Implementation of strategies to increase rigor in the ELA Classroom including: a) helping students interact with new content by engaging them in complex texts and tasks including paired passages, b) helping students deepen new knowledge through research techniques exploring, comparing and contrasting various informational sources , c) promoting student discourse through collaborative discussion stems and opportunities d) managing response rates with tiered questioning techniques.</p>	Teachers	Aug 27, 2018 to Jun 20, 2020	On-Track
Ela, Rigorous instruction			
<p>Develop and implement common rubrics applicable to all stages of the writing process including peer revision checklists</p>	Teachers	Aug 27, 2018 to Jun 20, 2020	Behind
Writing, Rigorous instruction			

<p>Implementation of strategies to increase rigor in the Writing Classroom including: : a) Developing mini lessons that include the writing process, connections, active engagement & links; use a mentor text to model writer's moves. b) helping students record and represent knowledge (graphic organizers, academic conversation placemat with prompts), c) helping students practice skills, strategies, and processes for editing and revision (C.U.P.S and A.R.M.S), d) helping students examine their reasoning and revise knowledge through peer and teacher conference structures</p>	Teachers	Aug 27, 2018 to Jun 20, 2020	On-Track
Writing, Rigorous instruction			
<p>Implement Math/Number Talks (include entry points and extensions that can have multiple paths to solutions), Mars Tasks including a structured way for evaluating and utilizing data, Problem of the Month, and Formative Assessment Lessons.</p>	Teacher Leaders/ Teachers	May 15, 2018 to Jun 22, 2020	On-Track
Math, Math talks, Rigorous instruction			
<p>Implementation of the following strategies to increase rigor in the Math Classroom: a) focus on quality (rich tasks)that are relevant to students and provide connections among mathematical ideas, b) help students to examine their thinking, reasoning and revise knowledge, c) managing response rates with tiered questioning techniques.</p>	Teacher Leaders/ Teachers	May 15, 2018 to Jun 22, 2020	On-Track
Math, Rigorous instruction			
<p>Create summer team representing all grade bands to develop cohesive Social Studies curriculum including units, projects and showcases for quarterly implementation - include Reparations Won, African-American Studies, Geography</p>	Teacher Leaders	May 20, 2018 to Jun 23, 2018	On-Track
Social studies, Rigorous instruction			
<p>Plan and implement key events such as Black History Fair and Cultural Showcase</p>	Teachers	Aug 27, 2018 to Aug 31, 2018	On-Track
Social studies, Rigorous instruction			
<p>Utilize Junior Scholastic/ Scholastic News resources school-wide to ensure student access to current events and debate topics</p>	Teachers	Sep 1, 2018 to Jun 20, 2020	On-Track
Social studies, Rigorous instruction			
<p>Follow recommended pacing provided by CPS to develop cohesive units containing instructional tasks and science phenomena by grade level aligned to NGSS.</p>	Science leads/ teachers	Aug 27, 2018 to Jun 20, 2020	On-Track
Science, Rigorous instruction			
<p>Continue the instructional practice of the science phenomena and question formulation process.</p>	Teachers	Aug 27, 2018 to Jun 20, 2020	On-Track
Science, Rigorous instruction			
<p>Plan roll out of events including Science Fair 6th - 8th, STEM Exhibition Projects & STEAM Museum, Earth Day Clean-up</p>	Science Leads/ Teachers	Aug 26, 2018 to Sep 29, 2018	On-Track
Science, Rigorous instruction			

Continue partnerships with Mighty Acorns / Amplify Science/ Earth Force	Teachers	Sep 3, 2018 to Jun 20, 2020	On-Track
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Science, Rigorous instruction

Utilize Science World/ Super Science resources school-wide to ensure student access to current events and debate topics	Teachers	Sep 3, 2018 to Jun 20, 2020	On-Track
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Science, Rigorous instruction

Strategy 2

If we do...

...then we see...

...which leads to...

IF we promote a college-going culture where college and career preparedness, employability, and life skills are taught in every classroom

THEN teachers will provide students opportunities to discover personal talents, skills, career aspirations, and develop a plan for their post-secondary lives

As a result, students will be equipped with the confidence in their ability to implement and adapt their post-secondary plan throughout the lives as they and the world around them change. 100% of 8th grade students will have an individual learning plan completed in Naviance

Tags:
College and career

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status
Develop shared/common language around expectation of our students for college and careers (what is our message?) During SEL assemblies each class shows off college pride. Halloween - Career Day w/research project display board.	Counselor w/SEL Team	Aug 27, 2018 to Aug 31, 2018	Behind

College and career

Provide students opportunities to discover personal talents and skills and identify career interests.	Counselor/ SEL Team/ Teachers	Aug 27, 2018 to Jun 22, 2019	On-Track
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College and career

Make parents aware of academic opportunities and supports for their child.	Counselor/ SEL Team/ Teachers	Aug 27, 2018 to Jun 22, 2019	On-Track
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College and career

Select a college - create a unit of study to last the School year where students learn about selected college, decorate classroom, and make class presentation during SEL assembly. Plan a field trip to expose student to a specific work/job industry.	Teachers	Aug 27, 2018 to Aug 31, 2018	Behind
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College and career

Naviance for 6th - 8th graders, Success Bound, What's Next Illinois Career Curriculum Implementation for 6th - 8th	Counselor	Aug 27, 2018 to Jun 22, 2020	Behind
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College and career

Invite high school reps/counselors to come in and speak to 8th grade students. Take 8th graders to high school fair	Counselor	Aug 20, 2018 to Jun 22, 2020	On-Track
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College and career

6th - 8th grade students take an annual field trip to a college campus and spend class time talking about university entrance requirements, life aspirations and financial aid programs.	Counselor w/ Teacher	Aug 27, 2018 to Jun 29, 2020	Not started
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College and career

Develop and Implement Career Day	Counselor w/Teacher	Aug 27, 2018 to Jun 22, 2020	Not started
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College and career

Pre-K step up to Kindergarten Week & parent report card. Kindergarten Celebration /Graduation requirements & parent meeting. 8th grade BOY parent meeting and one on one student and parent conferences w/ counselor.	Teachers/Counselor/Admin	Jun 24, 2018 to Aug 31, 2018	On-Track
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Transitions

Upper class & primary class mentors	Counselor/ Teachers	May 1, 2018 to Jun 27, 2020	On-Track
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Peer mentoring

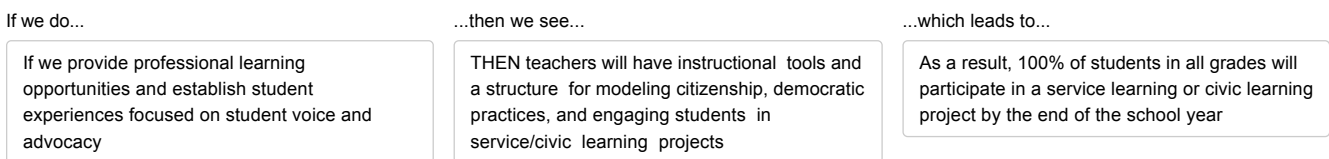
Student led report card pick up nights - students take ownership of work and lead the conference; portfolio ownership.	Teacher & Student	Aug 26, 2019 to Apr 15, 2020	On-Track
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College and career

K - 8th Junior Achievement Curriculum or other Financial Literacy curriculum	Teacher	Aug 26, 2019 to Jun 22, 2020	Postponed
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College and career

Strategy 3



Tags:
Student voice, engagement, & civic life

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
Reinstitute Student Council (lead teacher needed), with representatives from grades 4th - 8th. Green Team: Gardening, composting, recycling, and composting Student Safety Patrol	Teacher Leaders	Aug 27, 2018 to Aug 31, 2018	On-Track

Student leadership, Student government

Identify Lead staff member to be trained in Peer Jury process, teach back, and train selected students to serve on peer jury.	Teacher Leader(s)	Jun 25, 2018 to Aug 31, 2018	Postponed
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Peer jury

Discussion of current events and controversial issues. 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.	Teacher	Aug 26, 2019 to Jun 22, 2020	On-Track
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Civics

Formal classroom instruction in government, history, law and democracy. Students hold a mock election during election year after learning about the political process/government functions.	Teachers	Aug 27, 2018 to Jun 22, 2019	On-Track
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Government

Beta Club - Spearhead school-wide service learning project/ WE School participation (submit project) Develop and implement Civic or Service Learning project by grade or department level. Students research and analyze issues that matter to them, identify root causes, develop of theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.	Teacher Leader/ Teachers	Aug 27, 2018 to Jun 22, 2020	Behind
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Service learning

Girl Scouts	Teacher Leader	Apr 13, 2018 to Jun 22, 2020	On-Track
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Service learning

Earth Force & Mighty Acorns - Environmental Stewardship	Teachers	Sep 1, 2018 to Jun 20, 2020	On-Track
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Stewardship

The Leader in Me Program - year 2	Administration & Teachers	Aug 26, 2019 to Jul 20, 2020	Not started
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Service learning

Strategy 4

If we do...

...then we see...

...which leads to...

IF we sustain and effectively train a MTSS team comprised of Diverse Learning teacher(s), classroom teacher(s), and Related Service Provider(s) to create a comprehensive academic and behavioral intervention program comprised of universal assessments, tiered interventions, and resources..	THEN teachers can use the targeted student supports including a myriad of instructional strategies as well as work with students and parents to create differentiated goals	As a result, students receiving the targeted interventions will progress to meet individual growth targets on EOY NWEA, personal attendance goals, and/or social emotional learning goals.
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Tags:
MTSS

Area(s) of focus:
4

Action step	Responsible	Timeframe	Status
Develop MTSS Team. Establish/determine goal(s)/purpose of team, roles, meeting dates and times	Admin/ MTSS/SPED staff	May 19, 2018 to Jun 23, 2018	On-Track

MTSS

Use the Problem solving process to identify root causes of deficit areas and determine data sets that will be used for analysis.	MTSS Team	Aug 1, 2018 to Sep 1, 2018	On-Track
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MTSS

Review, revise or update the Menu of Interventions. Provide clarity around Tiered interventions and persons responsible for interventions.	MtSS Team	Aug 1, 2018 to Sep 1, 2018	On-Track
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MTSS

Develop progress monitoring tool for students receiving interventions to track the effectiveness of interventions and student response to those interventions. Develop an exit out strategy/post assessment for students at the end of the intervention cycle.	Case Manager, SPED Teachers, MTSS Team	Aug 27, 2018 to Sep 28, 2018	On-Track
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MTSS

Research and implementation of a school-wide researched based assessment to determine students specific academic areas of need such as Woodcock Johnson III Tests of Achievement or PAL-II.	Administration/ MTSS team	Apr 13, 2018 to Aug 31, 2018	On-Track
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MTSS

Identify staff to serve as MTSS lead interventionist to provide research based intervention lessons used in planning modification of the instructional program and serve in progress monitoring.	Administration/ MTSS Team	Jun 4, 2018 to Jan 20, 2020	On-Track
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MTSS

Develop and Implement Co-Teaching model of instruction.	Case Manager, SPED Teacher	Aug 27, 2018 to Aug 31, 2018	Postponed
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MTSS

Establish how goals of students will be shared with classroom teacher and families.	Case Manager	Aug 1, 2018 to Sep 1, 2018	On-Track
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MTSS

Provide professional development regarding appropriate accommodations and modifications. Provide professional development for SPED teachers regarding IEP goal development and progress monitoring.	Case manager	Aug 27, 2018 to Sep 29, 2018	On-Track
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MTSS

Provide modifications and accommodations for struggling learners in lesson plans; what teachers can do for the students. Log interventions into MTSS logger tool.	Teachers	Sep 1, 2018 to Jun 20, 2020	On-Track
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MTSS

Strategy 5

If we do...

IF we implement and develop a school-wide protocol to analyze the quality and complexity of teacher- created weekly and unit assessments aligned to the ELA and Math standards.

...then we see...

THEN teachers will have an opportunity to collaborate, develop, and critique teacher-created formative assessments that meet the expectations of the standards and level of rigor to improve classroom instruction.

...which leads to...

As a result, 50% of students will meet growth and attainment targets in reading and Math on NWEA Map Assessment.

Tags:

Area(s) of focus:

Action step	Responsible	Timeframe	Status
Develop K-8 Assessment Plan for SY18-19 including BOY/MOY/EOY and interim assessments	Admin and Teachers	May 20, 2018 to Jun 9, 2018	On-Track

Assessment

Develop plan for creating and implementing weekly formative assessments/ performance tasks	Admin and ILT	Jun 24, 2018 to Aug 31, 2018	On-Track
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Assessment

Develop student work analysis protocol and provide opportunities for grade-level teams to analyze the quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.	Admin & ILT	Jun 24, 2018 to Aug 31, 2018	Behind
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Assessment

Develop self and peer-assessment practices in the classroom	Teacher leaders	Apr 13, 2018 to Jun 22, 2020	On-Track
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Assessments

Implement assessment protocols with fidelity Enter assessment results into tracking tool/ Gradebook	Teachers	Sep 1, 2018 to Jun 22, 2019	On-Track
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Assessment

Engage with peers in collaborative assessment analysis practices	Teachers	Sep 1, 2018 to Jun 22, 2019	On-Track
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Assessment

Provide feedback to students that will enable them to grow	Teachers	Sep 1, 2018 to Jun 22, 2019	On-Track
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Teacher feedback

Create and implement Gradebook policy that will give students and parents timely access and an accurate reflection of student progress in each subject.	Teachers	Aug 27, 2018 to Sep 8, 2018	On-Track
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Grading policy

Action Plan

Strategy 1

ON-TRACK

Develop and implement cohesive instructional "Balanced Literacy" block per grade band - K-8"

Aug 27, 2018 to Jun 20, 2020 - Teachers

Status history



ON-TRACK

Sep 10, 2018

Evidence

K-5 has uninterrupted 120 minute balanced literacy block. Lesson plan template modeled after CPS balanced literacy block breakdown of components. Reading and Writing instruction and activities daily following network-provided scope and sequence.

NOT STARTED

May 30, 2018

Evidence

Informal observations using monitoring tool to ensure that the components are implemented.

ON-TRACK

Implementation of strategies to increase rigor in the ELA Classroom including: a) helping students interact with new content by engaging them in complex texts and tasks including paired passages, b) helping students deepen new knowledge through research techniques exploring, comparing and contrasting various informational sources, c) promoting student discourse through collaborative discussion stems and opportunities d) managing response rates with tiered questioning techniques."

Aug 27, 2018 to Jun 20, 2020 - Teachers

Status history



ON-TRACK

Oct 10, 2018

Evidence

Round 1 of CPS Summits in progress and date set for teach-backs at grade cycle team meetings (October 30th). Safe practice of strategies and peer-observations will begin in November with debriefing opportunities within month.

NOT STARTED

May 30, 2018

Evidence

Visible evidence of student work. Student Work Analysis protocol used to analyze student tasks.

ON-TRACK

Implementation of strategies to increase rigor in the Writing Classroom including: : a) Developing mini lessons that include the writing process, connections, active engagement & links; use a mentor text to model writer's moves. b) helping students record and represent knowledge (graphic organizers, academic conversation placemat with prompts), c) helping students practice skills, strategies, and processes for editing and revision (C.U.P.S and A.R.M.S), d) helping students examine their reasoning and revise knowledge through peer and teacher conference structures"

Aug 27, 2018 to Jun 20, 2020 - Teachers

Status history



ON-TRACK

Oct 10, 2018

Evidence

Round 1 of CPS Summits in progress and date set for teach-backs at grade cycle team meetings (October 30th). Safe practice of strategies and peer-observations will begin in November with debriefing opportunities within month.

All teachers have daily writing instruction in their lesson plans including opportunities for peer and teacher conferencing. All students have writer's notebooks.

NOT STARTED

May 30, 2018

Evidence

Writing identified in literacy block, integrated in lesson plans, writing samples submitted biweekly or monthly to administration and brought to PLC to use with Student Work Analysis Protocol.

ON-TRACK

Implement Math/Number Talks (include entry points and extensions that can have multiple paths to solutions), Mars Tasks including a structured way for evaluating and utilizing data, Problem of the Month, and Formative Assessment Lessons."

May 15, 2018 to Jun 22, 2020 - Teacher Leaders/ Teachers

Status history



ON-TRACK

Oct 10, 2018

Evidence

Math Talks evident in lesson plans and scheduled for administrative observation next week. Teachers using MARS tasks and Stride Interim Assessments to measure unit success.

NOT STARTED

May 30, 2018

Evidence

Visible evidence of student discourse, problem of the month and formative assessment lessons shared during PLC's.

ON-TRACK

Implementation of the following strategies to increase rigor in the Math Classroom: a) focus on quality (rich tasks) that are relevant to students and provide connections among mathematical ideas, b) help students to examine their thinking, reasoning and revise knowledge, c) managing response rates with tiered questioning techniques."

May 15, 2018 to Jun 22, 2020 - Teacher Leaders/ Teachers

Status history



ON-TRACK

Oct 10, 2018

Evidence

Round 1 of CPS Summits in progress and date set for teach-backs at grade cycle team meetings (October 30th). Safe practice of strategies and peer-observations will begin in November with debriefing opportunities within month.

NOT STARTED

May 30, 2018

Evidence

Visible evidence of student discourse, problem of the month and formative assessment lessons shared during PLC's.

ON-TRACK

Plan and implement key events such as Black History Fair and Cultural Showcase"

Aug 27, 2018 to Aug 31, 2018 - Teachers

Status history



ON-TRACK

Oct 10, 2018

Evidence

S.S. Quarterly Units planned for year. Q2 is countries around the world culminating in Family Night Cultural Showcase on February 7th. Q3 is African-American Studies with student-created presentations at Black History Assembly on March 1st.

NOT STARTED

May 30, 2018

Evidence

Roll out w/expectation and regarding student showcase and teacher plan for implementation

ON-TRACK

Continue partnerships with Mighty Acorns / Amplify Science/ Earth Force"

Sep 03, 2018 to Jun 20, 2020 - Teachers

Status history



ON-TRACK

Oct 10, 2018

Evidence

Partnership in progress with Mighty Acorns and Earth Force (Field Museum - Youth Action Conservation Program). Amplify Science postponed until next year.

ON-TRACK

Sep 20, 2018

Evidence

Teacher leads have attended PD and are planning training for teachers within their grade level band. Field Museum partner co-taught bird watching lesson to diverse learners on 9/20/18.

NOT STARTED

May 30, 2018

Evidence

Vertical Alignment & Unit development

BEHIND

Define and develop shared understanding of Cognitive Demand/ rigor: What does it look like & sound like in the classroom? What are the teacher moves and student moves? How will this look different than what we are doing now? (Growth Mindset)"

Aug 27, 2018 to Aug 31, 2018 - Administration & Teachers

Status history



BEHIND

Oct 10, 2018

Problem

Goal was to delve deep into this topic during opening week.

Root Cause

Many new teachers this year - changed focus of opening week to classroom structures, planning, components of literacy and math block and other expectations.

Next steps

Plan is to use post- summit peer-observations and debriefing meetings (November) to discuss teacher and student moves. The Hess Rigor Matrix will be used to evaluate student work at a November grade cycle team meeting.

NOT STARTED

May 30, 2018

Evidence

Shared Definition of rigor developed and shared understand of all stakeholders.

BEHIND

Create a tool or protocol to ensure alignment of students tasks with learning objectives that reflect the depth of knowledge expectations. Tasks should be interactive and draw on multiple standards.Plan and implement DOK Level 3 & 4 activities in classrooms based on Hess Cognitive cognitive rigor matrix."

Sep 03, 2018 to Jun 22, 2019 - Teacher Leaders

Status history



BEHIND

Nov 27, 2018

Problem

Root Cause

Next steps

BEHIND

Oct 10, 2018

Problem

Student task analysis not addressed in 1st quarter grade cycle team meetings.

Root Cause

New teachers required shift in our focus to classroom structures and mastering components of the literacy and math block.

Next steps

Plan is to use post- summit peer-observations and debriefing meetings (November) to discuss teacher and student moves. The Hess Rigor Matrix will be used to evaluate student work at a November grade cycle team meeting.

NOT STARTED

May 30, 2018

Evidence

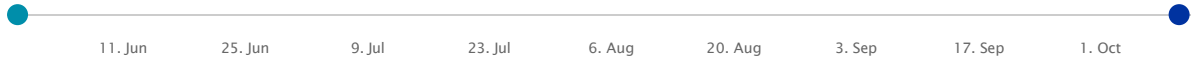
Strategies implemented and monitored in classrooms.

ON-TRACK

Develop classroom look-fors, monitoring and feedback tool. Look for TRU Dimension instructional strategies to increase cognitive demand/rigor."

Sep 03, 2018 to Jun 20, 2020 - Administrators/ Teacher Leaders

Status history



ON-TRACK

Oct 10, 2018

Evidence

Plan for use following summit teach-backs during peer-observations of learned strategies.

NOT STARTED

May 30, 2018

Evidence

Tool reviewed at PLC's

ON-TRACK

Opportunities for peer observations to gather evidence of cognitive demand/ rigor using observation tool & Feedback"

Sep 03, 2018 to Jun 20, 2020 - Teachers

Status history



ON-TRACK

Oct 10, 2018

Evidence

Peer observations will be scheduled following October 30th Summit Teach-Backs.

NOT STARTED

May 30, 2018

Evidence

Feedback shared in PLC's

BEHIND

Develop and implement common rubrics applicable to all stages of the writing process including peer revision checklists"

Aug 27, 2018 to Jun 20, 2020 - Teachers

Status history



BEHIND

Oct 10, 2018

Problem

Common rubrics and checklists have not been developed and adopted by all teachers.

Root Cause

Teachers using various rubrics and checklists to evaluate writing progress through stages.

Next steps

At Grade Cycle Team meeting following summit, we will adopt common rubrics and checklists to use through all stages of writing process.

NOT STARTED

May 30, 2018

Evidence

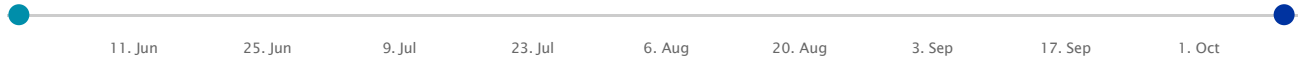
Evident in student work brought to PLC

ON-TRACK

Create summer team representing all grade bands to develop cohesive Social Studies curriculum including units, projects and showcases for quarterly implementation - include Reparations Won, African-American Studies, Geography"

May 20, 2018 to Jun 23, 2018 - Teacher Leaders

Status history



ON-TRACK

Oct 10, 2018

Evidence

School-wide quarterly S.S. unit topics developed with showcases planned for implementation.

NOT STARTED

May 30, 2018

Evidence

Curriculum development

ON-TRACK

Utilize Junior Scholastic/ Scholastic News resources school-wide to ensure student access to current events and debate topics"

Sep 01, 2018 to Jun 20, 2020 - Teachers

Status history



ON-TRACK

Sep 10, 2018

Evidence

All teachers in K-8th receive and utilize Scholastic News and Junior Scholastic magazines.

NOT STARTED

May 30, 2018

Evidence

Evident in student work and projects

ON-TRACK

Follow recommended pacing provided by CPS to develop cohesive units containing instructional tasks and science phenomena by grade level aligned to NGSS."

Aug 27, 2018 to Jun 20, 2020 - Science leads/ teachers

Status history



ON-TRACK

Sep 10, 2018

Evidence

Summer Science Committee adopted Mystery Science and Mighty Acorns (K-5). 6th-8th follows CPS Scope and Sequence from SY17-18 using various resources from Golden Apple STEM Institute, Earth Force, Everfi and more. All instructional activities align to NGSS standards and focus on science phenomena.

NOT STARTED

May 30, 2018

Evidence

Unit plans

ON-TRACK

Plan roll out of events including Science Fair 6th - 8th, STEM Exhibition Projects & STEAM Museum, Earth Day Clean-up"

Aug 26, 2018 to Sep 29, 2018 - Science Leads/ Teachers

Status history



ON-TRACK

Oct 10, 2018

Evidence

These activities are on our year-long school calendar. We continue to seek and choose engaging presentations that fall under the STEAM grant.

NOT STARTED

May 30, 2018

Evidence

Calendar

ON-TRACK

Utilize Science World/ Super Science resources school-wide to ensure student access to current events and debate topics"

Sep 03, 2018 to Jun 20, 2020 - Teachers

Status history



ON-TRACK Oct 10, 2018
Evidence
All students in K-8th receive Scholastic Science magazines to supplement instruction.

NOT STARTED May 30, 2018
Evidence
Unit Plans

ON-TRACK

Introduce the Five Dimensions of Powerful classrooms and show alignment between the dimension and district's vision, network foci, and school initiatives. Unpack the 5 Dimensions of Powerful Classrooms and implement summit strategies to support and improve instruction."

May 28, 2018 to Jun 16, 2018 - Admin/Teachers/PLC

Status history



ON-TRACK May 30, 2018
Evidence
PLC agendas/ rubrics/ videos/ responses

ON-TRACK Continue the instructional practice of the science phenomena and question formulation process."
Aug 27, 2018 to Jun 20, 2020 - Teachers

Status history



ON-TRACK Oct 10, 2018
Evidence
Instructional practices embedded into resources and implemented by teachers in science instruction.

NOT STARTED May 30, 2018
Evidence
Unit plans

Strategy 2

BEHIND

Develop shared/common language around expectation of our students for college and careers (what is our message?) During SEL assemblies each class shows off college pride. Halloween - Career Day w/research project display board."

Aug 27, 2018 to Aug 31, 2018 - Counselor w/SEL Team

Status history



BEHIND

Nov 05, 2018

Problem

Classrooms have adopted a college. Counselor asked to order decorations for room. Guidelines have yet to be developed for teacher/ student actions surrounding the college adopted.

Root Cause

Next steps

NOT STARTED May 30, 2018
Evidence
Expectations and plan for implementation.

BEHIND
Select a college - create a unit of study to last the School year where students learn about selected college, decorate classroom, and make class presentation during SEL assembly. Plan a field trip to expose student to a specific work/job industry."
Aug 27, 2018 to Aug 31, 2018 - Teachers

Status history



BEHIND Nov 05, 2018
Problem
Colleges have been selected but guidelines have not been developed for presentations. Field trips have not yet been scheduled.
Root Cause
Next steps

NOT STARTED May 30, 2018
Evidence
Teacher identifies college class will adopt and submit plan for study.

BEHIND Naviance for 6th - 8th graders, Success Bound, What's Next Illinois Career Curriculum Implementation for 6th - 8th"
Aug 27, 2018 to Jun 22, 2020 - Counselor

Status history



BEHIND Nov 05, 2018
Problem
Naviance in progress, but Success Bound? What's Next IL?
Root Cause
Next steps

NOT STARTED May 30, 2018
Evidence
Naviance Tracker

ON-TRACK Invite high school reps/counselors to come in and speak to 8th grade students. Take 8th graders to high school fair"
Aug 20, 2018 to Jun 22, 2020 - Counselor

Status history



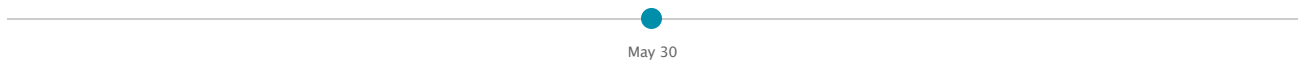
ON-TRACK Nov 05, 2018
Evidence
8th graders attended Network High School Fair in October.

NOT STARTED May 30, 2018
Evidence
Attendance at College Fair or schedule of guest speakers

NOT STARTED
6th - 8th grade students take an annual field trip to a college campus and spend class time talking about university entrance requirements, life aspirations and financial aid programs."

Aug 27, 2018 to Jun 29, 2020 - Counselor w/ Teacher

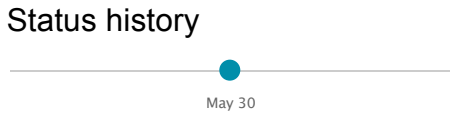
Status history



May 30

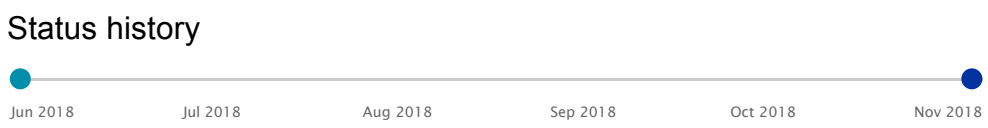
NOT STARTED May 30, 2018
Evidence
Actual visit of college

NOT STARTED Develop and Implement Career Day"
Aug 27, 2018 to Jun 22, 2020 - Counselor w/Teacher



NOT STARTED May 30, 2018
Evidence
Career Day plan and schedule

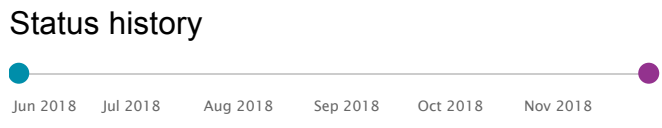
ON-TRACK Student led report card pick up nights - students take ownership of work and lead the conference; portfolio ownership."
Aug 26, 2019 to Apr 15, 2020 - Teacher & Student



ON-TRACK Nov 05, 2018
Evidence
6th-8th starting November 14th!

NOT STARTED May 30, 2018
Evidence
Students presenting body of work to parents during report card pick up.

POSTPONED K - 8th Junior Achievement Curriculum or other Financial Literacy curriculum"
Aug 26, 2019 to Jun 22, 2020 - Teacher



POSTPONED Nov 27, 2018
Problem
We do not offer a Financial Literacy Curriculum this year.
Root Cause
Engaged in other priorities this year.
Next steps
Will keep as action for Year 2.

NOT STARTED May 30, 2018
Evidence
Unit implementation

ON-TRACK
Pre-K step up to Kindergarten Week & parent report card. Kindergarten Celebration /Graduation requirements & parent meeting. 8th grade BOY parent meeting and one on one student and parent conferences w/ counselor."
Jun 24, 2018 to Aug 31, 2018 - Teachers/Counselor/Admin



ON-TRACK
Nov 05, 2018

Evidence

K and 8th grade parents meeting held in September. Added 3rd & 6th Benchmark meetings as well. Counselor met with each student and parent in October. Parent report card goal for Year 2.

NOT STARTED May 30, 2018
Evidence
Plan, Schedule, Sign-In

ON-TRACK Upper class & primary class mentors"
May 01, 2018 to Jun 27, 2020 - Counselor/ Teachers

Status history



ON-TRACK May 30, 2018
Evidence
Schedule and peer feedback forms

ON-TRACK Provide students opportunities to discover personal talents and skills and identify career interests."
Aug 27, 2018 to Jun 22, 2019 - Counselor/ SEL Team/ Teachers

Status history



ON-TRACK Nov 27, 2018
Evidence
After School enrichment / new offerings include Dance, Spanish, Music, Law Enforcement.

NOT STARTED May 30, 2018
Evidence
Student projects

ON-TRACK Make parents aware of academic opportunities and supports for their child."
Aug 27, 2018 to Jun 22, 2019 - Counselor/ SEL Team/ Teachers

Status history



ON-TRACK Nov 27, 2018
Evidence
Boot Camp/ targeted students - starts November 28th.

NOT STARTED May 30, 2018
Evidence
Parent Communication

Strategy 3

ON-TRACK
Reinstitute Student Council (lead teacher needed), with representatives from grades 4th - 8th. Green Team: Gardening, composting, recycling, and composting Student Safety Patrol"

Aug 27, 2018 to Aug 31, 2018 - Teacher Leaders

Status history



ON-TRACK Nov 05, 2018
Evidence
Mr. Tourville/ Counselor -Student Council in progress!

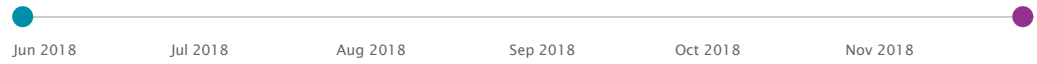
Green Team led by Pender-Bey/ Reed.

Student Safety Patrol in Year 2.

NOT STARTED May 30, 2018
Evidence
Identification of Lead and ordering materials

POSTPONED Identify Lead staff member to be trained in Peer Jury process, teach back, and train selected students to serve on peer jury."
Jun 25, 2018 to Aug 31, 2018 - Teacher Leader(s)

Status history



POSTPONED Nov 27, 2018
Problem
OSEL did not accept application for peer jury.

Root Cause
OSEL did not accept application for peer jury.

Next steps
Reapply by December 14th for Semester 2.

NOT STARTED May 30, 2018
Evidence
Completion of training

ON-TRACK
Discussion of current events and controversial issues. 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."
Aug 26, 2019 to Jun 22, 2020 - Teacher

Status history



ON-TRACK Nov 27, 2018
Evidence
8th grade teacher attending Facing History PD in December.

Teachers K-8 engage in activities that promote accountable talk and student discourse.

Exposure to issues through S.S./ current events is occurring school-wide.

NOT STARTED May 30, 2018
Evidence
Mayoral Election - April 2, 2019 and Presidential Election November 3, 2020

BEHIND
Beta Club - Spearhead school-wide service learning project/ WE School participation (submit project) Develop and implement Civic or Service Learning project by grade or department level. Students research and analyze issues that matter to them, identify root causes, develop of theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences."

Aug 27, 2018 to Jun 22, 2020 - Teacher Leader/ Teachers

Status history



BEHIND Nov 27, 2018
Problem
Beta Club service-learning project dates not established.

Root Cause

Next steps

Set meeting with Beta leads to establish service-learning project dates and details.

NOT STARTED May 30, 2018
Evidence
Service Learning projects identified and plan for implementation.

ON-TRACK Girl Scouts"
Apr 13, 2018 to Jun 22, 2020 - Teacher Leader

Status history

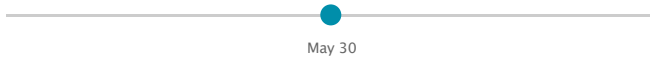


ON-TRACK Sep 20, 2018
Evidence
Girl scouts began 9/20/18 with 25 girls in grade K-8th. There are about 5 parents serving as aides with the teacher.

ON-TRACK May 30, 2018
Evidence
Meetings once a week

NOT STARTED The Leader in Me Program - year 2"
Aug 26, 2019 to Jul 20, 2020 - Administration & Teachers

Status history



NOT STARTED May 30, 2018
Evidence
Professional Development and program implementation.

ON-TRACK Earth Force & Mighty Acorns - Environmental Stewardship"
Sep 01, 2018 to Jun 20, 2020 - Teachers

Status history



ON-TRACK Nov 05, 2018
Evidence

NOT STARTED May 30, 2018
Evidence
3 field experiences per year plus culminating showcase of projects

ON-TRACK
Formal classroom instruction in government, history, law and democracy. Students hold a mock election during election year after learning about the political process/government functions."

Aug 27, 2018 to Jun 22, 2019 - Teachers

Status history



ON-TRACK Nov 27, 2018
Evidence
Quarter 4: Government Systems and Structures/ Civics

NOT STARTED May 30, 2018
Evidence

Strategy 4

ON-TRACK

Research and implementation of a school-wide researched based assessment to determine students specific academic areas of need such as Woodcock Johnson III Tests of Achievement or PAL-II."

Apr 13, 2018 to Aug 31, 2018 - Administration/ MTSS team

Status history



ON-TRACK

Nov 27, 2018

Evidence

AIMS Web selected by MTSS Team/ order in process.

NOT STARTED

May 30, 2018

Evidence

Assessment Identification, purchase, Professional Development and Implementation

ON-TRACK

Identify staff to serve as MTSS lead interventionist to provide research based intervention lessons used in planning modification of the instructional program and serve in progress monitoring."

Jun 04, 2018 to Jan 20, 2020 - Administration/ MTSS Team

Status history



ON-TRACK

Nov 05, 2018

Evidence

NOT STARTED

May 30, 2018

Evidence

Budget allocation, posting position and hiring of staff member

ON-TRACK

Develop progress monitoring tool for students receiving interventions to track the effectiveness of interventions and student response to those interventions. Develop an exit out strategy/post assessment for students at the end of the intervention cycle."

Aug 27, 2018 to Sep 28, 2018 - Case Manager, SPED Teachers, MTSS Team

Status history



ON-TRACK

Nov 27, 2018

Evidence

MTSS Team met/ researched/ decided on progress monitoring tool:

AIMS Web order inquiry in process.

NOT STARTED

May 30, 2018

Evidence

Plan Development for students Exiting Out MTSS

POSTPONED

Develop and Implement Co-Teaching model of instruction."

Aug 27, 2018 to Aug 31, 2018 - Case Manager, SPED Teacher

Status history



POSTPONED Nov 27, 2018
Problem
 Limited opportunity for co-teaching.
Root Cause
 One resource teacher/ caseload too large with split grade levels to effectively carry out co-teaching/ planning model.
Next steps
 Resource teacher will push in to 8th grade Reading.

NOT STARTED May 30, 2018
Evidence
 Plan for co-teaching model developed

ON-TRACK Develop MTSS Team. Establish/determine goal(s)/purpose of team, roles, meeting dates and times"
 May 19, 2018 to Jun 23, 2018 - Admin/ MTSS/SPED staff

Status history



ON-TRACK Nov 05, 2018
Evidence

NOT STARTED May 30, 2018
Evidence
 Meeting schedule/ goals

ON-TRACK Use the Problem solving process to identify root causes of deficit areas and determine data sets that will be used for analysis."
 Aug 01, 2018 to Sep 01, 2018 - MTSS Team

Status history



ON-TRACK Nov 27, 2018
Evidence
 MTSS Tracking Tool/ team meeting every other Tuesday to review tool/ further analyze root causes and interventions.

NOT STARTED May 30, 2018
Evidence
 Data sets determined

ON-TRACK Review, revise or update the Menu of Interventions. Provide clarity around Tiered interventions and persons responsible for interventions."
 Aug 01, 2018 to Sep 01, 2018 - MtSS Team

Status history



ON-TRACK Nov 05, 2018
Evidence

NOT STARTED May 30, 2018
Evidence
 Menu is updated

ON-TRACK Establish how goals of students will be shared with classroom teacher and families."
 Aug 01, 2018 to Sep 01, 2018 - Case Manager

Status history





ON-TRACK Nov 27, 2018
Evidence
 Report Card Pick Up Day -
 Remediation Plans developed with parents/ students/ teachers requiring parent signature.

NOT STARTED May 30, 2018
Evidence
 Plan and follow-through by case manager

ON-TRACK
 Provide modifications and accommodations for struggling learners in lesson plans; what teachers can do for the students. Log interventions into MTSS logger tool."
 Sep 01, 2018 to Jun 20, 2020 - Teachers

Status history



ON-TRACK Nov 05, 2018
Evidence

NOT STARTED May 30, 2018
Evidence
 MTSS Logger + lesson plans

ON-TRACK
 Provide professional development regarding appropriate accommodations and modifications. Provide professional development for SPED teachers regarding IEP goal development and progress monitoring."
 Aug 27, 2018 to Sep 29, 2018 - Case manager

Status history



ON-TRACK Nov 27, 2018
Evidence
 All teachers trained in ISBE special ed protocol.
 Case manager/ special education teachers in close collaboration with IEP goal development and PM.

NOT STARTED May 30, 2018
Evidence
 Agendas

Strategy 5

ON-TRACK Develop self and peer-assessment practices in the classroom"
 Apr 13, 2018 to Jun 22, 2020 - Teacher leaders

Status history



ON-TRACK May 30, 2018
Evidence
 Observation tool used during classroom visits and share feedback during PLC's

ON-TRACK

Develop K-8 Assessment Plan for SY18-19 including BOY/MOY/EOY and interim assessments"

May 20, 2018 to Jun 09, 2018 - Admin and Teachers

Status history



ON-TRACK Nov 27, 2018
Evidence
 Year long calendar of interim assessments - teachers administer pre and post with analysis of each. Actions developed for reteaching.

NOT STARTED May 30, 2018
Evidence
 Assessment Plan

ON-TRACK Develop plan for creating and implementing weekly formative assessments/ performance tasks"
 Jun 24, 2018 to Aug 31, 2018 - Admin and ILT

Status history



ON-TRACK Nov 27, 2018
Evidence
 Teachers use a variety of weekly assessments to measure student mastery of standards.

NOT STARTED May 30, 2018
Evidence
 Plan prepared to roll out to teachers

BEHIND
 Develop student work analysis protocol and provide opportunities for grade-level teams to analyze the quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity."

Jun 24, 2018 to Aug 31, 2018 - Admin & ILT

Status history



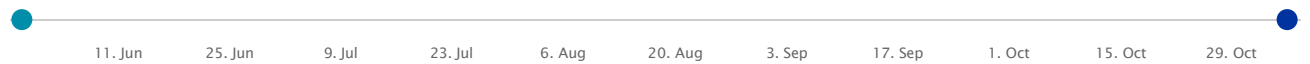
BEHIND Nov 27, 2018
Problem
 Meeting agenda has not included student work analysis protocol.
Root Cause
 Other school-wide action items have taken priority on agenda at meetings.
Next steps
 Protocol will be planned and implemented in January with school-wide novel study and math problem of the month.

NOT STARTED May 30, 2018
Evidence
 Protocol established and implemented in PLC

ON-TRACK
 Implement assessment protocols with fidelity Enter assessment results into tracking tool/ Gradebook"

Sep 01, 2018 to Jun 22, 2019 - Teachers

Status history



ON-TRACK
 Nov 05, 2018

Evidence

Year-Long Calendar developed in Reading and Math - Interim Assessment Analysis occurring in Grade Cycle Team meetings and in one-on-one data conversations with teachers/ admin.

NOT STARTED May 30, 2018
Evidence
Gradebook

ON-TRACK Engage with peers in collaborative assessment analysis practices"

Sep 01, 2018 to Jun 22, 2019 - Teachers

Status history



ON-TRACK Nov 27, 2018
Evidence
REACH Performance Task - collaborative scoring workshop.
Meetings dedicated to Stride interim assessment protocol/ teachers share out/ discuss.

NOT STARTED May 30, 2018
Evidence
PLC participation

ON-TRACK Provide feedback to students that will enable them to grow"

Sep 01, 2018 to Jun 22, 2019 - Teachers

Status history



ON-TRACK Nov 27, 2018
Evidence
Praise and Push evident on hallway bulletin board student work reflecting projects from previous month.

NOT STARTED May 30, 2018
Evidence
Feedback evident in student work

ON-TRACK Create and implement Gradebook policy that will give students and parents timely access and an accurate reflection of student progress in each subject."

Aug 27, 2018 to Sep 08, 2018 - Teachers

Status history



ON-TRACK Nov 05, 2018
Evidence

NOT STARTED May 30, 2018
Evidence
Gradebook policy submitted

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.

A survey will be developed and distributed to all parents attached with invitation to an open forum providing the opportunity for parents to participate in review and development of school improvement strategies. The feedback will be considered from both means of collection and strategies implemented as appropriate to the needs of the school.

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

The annual, informative, Title I meeting will be held on Wednesday, September 26, 2018 at 3:00PM. At this time, parents will complete a brief feedback form with their meeting day/time availability. All contact information will also be secured at this meeting. Based on this feedback, PAC meeting days and times will be established, and a schedule communicated via our school website, robocall system and on paper/ sent home with the students. The projected date for the PAC Organizational Meeting will be Wednesday, September 26, 2018 at 3:30PM

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.

Monthly PAC meetings will occur with consistent notification to all parents. In developing the meeting schedule, parent availability will be greatly considered based on their feedback. A special meeting can and will be scheduled per parents' request if the matter is urgent.

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.

State assessment results will be distributed at the report card pick ups and Open House. For those parents who cannot attend, the results will be placed with the package that they will sign for at a time convenient for them. Phone calls will be made to parents that have not signed for the package in the month to schedule one on one appointments with teacher or administrator.

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.

If a teacher is not "highly qualified", the parents will receive written notification via postal service immediately following the 4th consecutive week of instruction by said teacher.

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.

All of this information will be disseminated at our school's annual Open House. For parents that cannot attend, the information will be explained in our Parent Handbook that can be signed for at a time convenient to parents. Parents will be called directly if handbook hasn't been picked up within the month of September. Breakout sessions during the Open House will be available for parents who need further support with monitoring their child's progress and working with educators. These support sessions will also be available via scheduled appointment.

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.

We will submit supportive materials and resources to the PAC board to disseminate at their monthly meetings. Information related to literacy training and technology workshops will be posted on our school website and sent home on paper with students. Teachers will develop monthly newsletters offering volunteer opportunities in the classroom and tips for home support. Our school will host quarterly opportunities for parents to engage with Parent Portal, meet with teachers regarding goal-setting processes, participate in standards-based activities relevant to their children's grade level, and view the digital programs used by the school to encourage academic growth and monitoring.

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.

Time will be dedicated during initial staff development days specifically on parent communication and partnership. Resources for professional development in this area will be secured and implemented before the school year begins. Expectations will be set related to techniques and frequency for positive communication with parents. A mid-year date will be established for teachers to develop parent-child activities for the parent to visit the classroom and engage with their children.

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.

We will hold an enrollment open house and coordinate with the Head Start teacher in recruiting programs that will promote parent participation. Opportunities will be communicated personally to each parent in our Head Start program.

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

All information will be sent home via written notice in English unless our student population warrants otherwise. Robocalls will be placed containing parent program information. Information will be posted on our school website, Facebook and Twitter accounts.

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.)

Mount Vernon's School mission is to prepare our students to be successful communicators, collaborators, critical thinkers and responsible citizens who are ready to be successful in colleges and careers in the 21st century by providing rigorous and engaging instruction that incorporates the common core standards and the 21st Century Learning Framework through challenging, authentic, real-world and project-based instructional learning activities in a technology supported and safe learning environment.

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

Parent-teacher conferences will formally be held on November 14, 2018 and April 10, 2019. This will be an open visitation between 12PM and 6PM to allow parents the convenience of choosing the time that works with their schedules. We will also conduct informal parent-teacher conferences at Open House in September and at Family Engagement Day in February. Parents can set appointments with teachers any day during the teacher's preparation periods. These times are made available to the parents at the start of the school year. Conferences will focus on at-home improvement strategies and support as well as data analysis and goal-setting.

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

Progress reports will be distributed every 5 weeks (4 times per school year). Progress report distribution day is communicated via website, robocall, on the marquee and via written notice and require a parent signature with return to the teacher. Report cards are also distributed every 5 weeks (4 times per school year) on board-designated days. These days are in addition to the weekly entries in Gradebook and 24/7 access for parents through the Parent Portal. All parents have a designated user name and password that is distributed in the opening packet. Training is available through our technology coordinator for parents that need support. Standardized test results are distributed with the progress reports or report cards as appropriate. Teachers will send home a graded portfolio every 5 weeks with the progress report and require parents to sign and comment. This will be done more frequently for students who are academically off-track. Class Dojo enables consistent communication between parents and teacher. For those parents who are not connected, teachers will send home frequent Class Dojo reports, especially for those who are off-track for behavior.

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

Parents can set appointments with teachers any day during the teacher's preparation periods. These times are made available to the parents at the start of the school year. Additionally, parents can leave a 'request for conference' form in the teacher's mailbox in the main office. Email addresses for all of our staff are made available at the start of the school year, and parents can also contact through our school website. Class Dojo enables instant access to staff for all enrolled parents.

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.

At the beginning of the school year, parents will be asked to complete a volunteer interest survey. The survey will include activities the parent may be available to assist with throughout the school year with available times and dates and contact info. Examples of activities: hallway help at arrival and dismissal, breakfast support in the classroom, reading with students, math fact fluency support, sight word support, superstar events, bulletin board assistance, field trip chaperones. Teachers will then create a monthly volunteer calendar that parents where sign up for different activities. The school will hold a Family Engagement Day, inviting parents to participate in engaging activities with their children in the classrooms as well as hold a 3, 6, 8, Benchmark Grade Data Talk Day for parents, students and teachers.

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

Parents will assure their children attend school on a regular basis and provide a written explanation of any absences. Parents will assume responsibility of monitoring student homework completion, and in select cases, sign their child's assignment notebook daily upon completion. Interactive reading logs will be a nightly part of homework with space for parent feedback/ comments and a signature. It is the responsibility of the parent to ensure their children are dressed daily in uniform attire, and if there is a financial burden, the school is notified of the situation so that it can be resolved. Parents will partner with the teacher through the Class Dojo communication system in upholding appropriate behavior in the school as well as to receive immediate notification of missed attendance, homework, or lack of uniform dress compliance. Parents will update emergency contact information immediately following any change in residence or phone number.

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 will be invited for quarterly 'coffee with the principal' opportunities for our school provide updates on our educational plans. Parents will be encouraged to share their input and their feedback highly considered when making decisions related to the education of their children. The school will use data from the My Voice My School Parent survey as well as an in-house developed beginning of the year survey to inform decision-making. Parent representatives on the Local School Council will also bring input on behalf of our parents. Additionally, Local School Council meetings and PAC meetings contain an open forum time for parents to voice their opinions.

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).

Through good attendance, positive behavior and attitude, daily preparedness, and focused engagement and effort, students will share the responsibility for their academic success and positive social development. Our school will support student efforts in all of these areas. We will enable student voice through our Student Council, encourage responsibility through teacher-student data conversations that include SMART goal-setting, and develop an all-staff to student mentoring program to support academic preparedness and effort as well as build social-emotional skills.

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.

Our goal is to provide support to parents in areas of technology, literacy, math and social-emotional awareness so that they become partners with educators in monitoring their children's progress and encouraging their growth and achievement. Opportunities will be provided monthly at PAC meetings, as well as during Open House in September, during report card pick up days, and February Family Engagement Day. We will use in-house administrators and staff to implement trainings and offer support in these critical areas.

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

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 200 .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 600 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 350 .00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ 300 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ Amount .00
<p>54205</p>	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ Amount .00
<p>54565</p>	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and	\$ 75 .00

itemized. School must keep all receipts.

<p>53510</p>**Postage**

Must be used for parent and family engagement programs only.

\$	75	.00
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53306

Software

Must be educational and for parent use only.

\$	Amount	.00
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55005

Furniture and Equipment

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

\$	Amount	.00
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