



George Washington Elementary School / Plan summary

2018-2020 plan summary

Team

Name	Role	Email	Access
Sergio Ramirez	Principal	smramirez@cps.edu	Has access
Syed Ahmed	Assistant Principal	sjahmed@cps.edu	Has access
Pablo Ochoa	Bilingual Teacher/ILT member	pfochoa@cps.edu	Has access
Kelly Blaha	Middle school MathTeacher/LSC representative/PPLC	kblaha@cps.edu	Has access
Joann Barry	Case Manager /DL Teacher	jmbarry@cps.edu	No Access
Megan Grieshaber	2nd grade Teacher	mfgrieshaber@cps.edu	No Access
Diana Anderson	Counselor/ILT	davila@cps.edu	No Access
Cheryl Strus	Middle School ELA teacher/ILT	castrus@cps.edu	No Access
Salvador Gomez	Parent/PAC	salvadorgomez78@yahoo.com	No Access
Urbano Adrianzen	ELPT	uadrianzen@cps.edu	Has access

Team meetings

Date	Participants	Topic
02/02/2018	Ashley Foglton, Diana Anderson, Megan Grieshaber, Pablo Ochoa, Kelly Blaha, Cheryl Strus, Syed Ahmed, Sergio Ramirez	CIWP SEF Priorities Survey.

03/12/2018	Ashley Foglton, Diana Anderson, Megan Grieshaber, Pablo Ochoa, Kelly Blaha, Cheryl Strus, Syed Ahmed, Sergio Ramirez	CIWP SEF Survey Review and Analysis.
04/09/2018	Ashley Foglton, Diana Anderson, Megan Grieshaber, Pablo Ochoa, Kelly Blaha, Cheryl Strus, Syed Ahmed, Sergio Ramirez	CIWP Priorities and Strategies
04/23/2018	Ashley Foglton, Diana Anderson, Megan Grieshaber, Pablo Ochoa, Kelly Blaha, Cheryl Strus, Syed Ahmed, Sergio Ramirez	Feedback on Draft of CIWP.
05/07/2018	Ashley Foglton, Diana Anderson, Megan Grieshaber, Pablo Ochoa, Kelly Blaha, Cheryl Strus, Syed Ahmed, Sergio Ramirez	Feedback on Draft of CIWP.
05/11/2018	Salvador Gómez, Sergio Ramirez	LSC Meeting CIWP and Budget Approval

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

1 2 **3** 4

The 5 Essentials Survey shows that the Effective Leadership category is moderately organized. The category for Collaborative, teachers also moderately organized.

On the SEF survey, staff state that they see school leaders as present for parents, have true open door policy, and listen and respond to requests from teachers and students. Also, staff mention that teachers meet with a focus during grade level and vertical team meetings, and are specifically encouraged to share ideas and resources during that time.

According to the SEF survey, the ILT is given much voice and autonomy in instructional decision making. The ILT has been trained in sharing leadership. This is developing. There are staff members who do not fully understand the role of the ILT.

The Mission and vision are posted throughout the school and classrooms. Teachers report in the SEF survey that they adhere to them and the administration models the mission. Administration has not been specific about reviewing the mission and vision this school year.

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

Instructional Leadership Team:

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

Score

1 2 **3** 4

ILT

The 5 Essentials Survey shows that the Effective Leadership category is moderately organized. The category for Collaborative teachers also shows as moderately organized.

On the SEF survey, staff state that meetings are regular (every 2 weeks) and the information is getting to all grade levels.

The principal invited more staff to join the ILT so there would be more representation. Also, team members are working on leading the meetings themselves with direction and feedback from the principal. Agendas are focused and specific with times and topics to discuss, as well as next action steps.

The focus this year has been on student writing to learn, student discourse, and creating structures and protocols for sharing successful instructional practices.

Protocols are being introduced. More data sources need to be explored with consistency. Information needs to be shared consistently with all staff and community.

Guide for Instructional Leadership Team

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ ILT Effectiveness Rubric Score
	✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes)
	✓ Evidence that work of ILT has contributed to positive outcomes for students and staff
	✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders
	Collaborative Teachers
MTSS Framework	Shared Leadership, Evaluation of MTSS
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning
	4d. Growing and Developing Professionally
	4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIVP
	A2. Implements Data Driven Decision Making and Data Driven Instruction
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	Instructional Leadership Team Planning Tools
	PLC and Mentoring Coaching Resources

Professional Learning:

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

The 5 Essentials Survey for 2015 shows that the Effective Leadership category is moderately organized. The category for Collaborative teachers also shows as moderately organized.

Teacher-Teacher trust was weak.

Collaborative practices and Quality PD were neutral.

NWEA MAP Attainment percentiles school wide were:

77th in Reading grades 3-8. 52nd percentile in Reading Grade 2.

73rd in Math grades 3-8. 70th percent in Math Grade 2.

National Growth percentiles were:

76th percent in Reading.

60th percentile in Math.

Percent of students meeting or exceeding national average growth norms was 59.6%

We notice a continued trend of Mathematics percentiles being lower than reading. We also want to support 2nd grade Reading attainment. Overall, we want to support more students surpassing growth goals.

Safe practice is encouraged for teachers at grade level meetings. professional development has been given on how to use various technologies to assist with small group instruction and rigor of tasks with Depth of Knowledge Framework (DoK), and instructional resource ideas. The ILT is organizing Learning Walks for all teachers.

The SEF survey has staff stating that more webinars and professional development opportunities are needed.

The school schedule permits common planning time for all teams.

Results from the 5 Essentials Survey and School Climate Self Assessment Indicate a concern amongst staff about working together, sharing ideas and resources, and showing genuine Care for one another. Through common planning there are opportunities for collaboration, but these are not used consistently.

We lack a strategy around staff resolving conflicts.

We lack professional learning that supports all staff and learning that is differentiated.

We do not have a process or resources for coaching Support. We lack a teacher induction (mentorship program) Some teachers facilitate learning.

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
 - Use data to identify performance and practice gaps to inform PL plan.
 - Use research about best practices to identify potential learning and subject matter experts to support.
 - Solicit feedback from staff to inform selection of PL opportunities.
 - Provide PL relevant to the cultural and linguistic needs of students.
 - Provide both whole staff and differentiated PL to individual teacher levels.

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	- Effective Leaders - Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	8.2. Observes and Evaluates Staff and Gives Feedback to Staff 8.6. Professional Development Provided for Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Teaching the Teachers ✓ Making Better Use of Research ✓ Upcoming Professional Learning Opportunities ✓ Framework for Teaching PD Modules	

Aligned Resources:

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

Score

1 2 **3** 4

The 5 Essentials Survey shows that the Effective Leadership category is moderately organized. The category for Collaborative teachers also shows as moderately organized.

Teacher schedules indicate that all adhere to CPS guidelines.

Teacher interviews and new hires indicate that many apply to our school from other schools due to the reports of the positive culture from other teachers, as well as reports from the community as to the academic excellence and resources available.

Principal has teacher teams at the grade level conduct joint interviews. The principal has set protocol, yet allows teachers to ask open questions throughout the interview process. Also, candidates participate in a live sample lesson. The principal takes the team's recommendation into account.

SEF Survey has staff indicate that administration gives rationalization for resources acquired at the school. The communication is transparent and staff input is solicited. There is an indication that at some teams may feel that resources are not aligned.

The organizations we partner with are various. IMC is a financial institution that donates money and time to the school. This has been used for curriculum instructional materials, technology, student, staff, and parent volunteer incentives, volunteering of time, and student scholarships. Lifeline Theater works with our primary students on using drama in reading. We are working on a partnership with AARP and the Chicago Skyy for the Experience Corps, which will provide a literacy coach and volunteers to work with primary grade teachers and small groups for 6 hours a week.

Budget Analysis shows that we have made purchases for literacy support via books for novel study and leveled set library, technology equipment and support, support staff for Multi-tiered Systems and Supports processes (MTSS), many after school programs, both academic and extracurricular, support for recess, arts integration. Although we have made purchases for our diverse learners, a point of focus is to dive deep into the academic needs of our students in this subgroup to determine additional instructional resources.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

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

The 5 Essentials Survey shows that the Effective Leadership category is moderately organized. The category for Collaborative teachers also shows as moderately organized.
The 5 Essentials Survey for 2015 shows Ambitious Instruction as strong.

NWEA MAP Attainment percentiles school wide were:
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73rd in Math grades 3-8. 70th percent in Math Grade 2.

National Growth percentiles were:
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60th percentile in Math.
Percent of students meeting or exceeding national average growth norms was 59.6%
We notice a continued trend of Mathematics percentiles being lower than reading. We also want to support 2nd grade Reading attainment. Overall, we want to support more students surpassing growth goals.

Teachers are given the Network 13 scope and sequence for Literacy as create in collaboration with Dr. Radner from DePaul University, which aligns to PARCC an NWEA MAP. Instructional Materials include core basal Reading Street in the primary and intermediate grades, grade 5 is focused on novel study and literature circles, and Reader's Journey is used in grades 6-8. This is also supplemented with novels and teacher-created resources. Achieve 3000 is also used to supplement instruction at school and at home. Achieve is used as a progress monitoring tool.

Instructional Theory of Action include use of rigorous tasks that scale up the DoK levels and note-taking skills. We want to include a focus on writing as learning and for learning.

Teachers have been given the ISBE Model Math Scope and Sequence. Instructional Materials used to align to this include Go Math in all grades for SY 16-17. Khan Academy is used as supplemental and for progress monitoring.

A focus and plan for curriculum alignment and instructional strategy for our Diverse Learner Subgroup is being formulated by our ILT and will include input from Diverse Learner teachers. NWEA MAP results and SQRP for this subgroup led to our focus.

Science Curriculum is being looked at for alignment to NGSS.

Our current staff and new hires have a passion for incorporation of Arts and Technology. We strive to become a STEAM school.

SEF survey indicates that staff feel that expectations are clearly set, with a focus on small group instruction. We have a district-wide approved curriculum for Literacy and the Center for Collaborative Classroom (CCC) as the core instructional resource in K-5 and MyPerspectives in grades 6-8. Teachers feel CCC needs to be supplemented with more close reading and guided reading materials, especially in grades 3-5.

Social and Emotional Learning (SEL) is embedded in P.E. classes through the Second Step program. We are seeking to expand on these concepts during core instruction time.

Mighty Acorns is an example of partnership for real-life application of curriculum concepts. This may be an area to expand on for students.

Guide for Curriculum

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

- Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SGRP Attainment and Growth
Five Essentials	- Ambitious Instruction - Effective Leaders - Collaborative Teachers
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	- B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices - C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	✓ CPS Content Frameworks: Math, Science, Social Science, and Literacy ✓ CPS Literacy Scope and Sequence ✓ CPS Math Scope and Sequence Guidance ✓ Digital Citizenship Curriculum ✓ K-12 Financial Literacy Guide ✓ Personal Finance 3.0 Course ✓ Physical Education Scope & Sequence ✓ Health Education Scope & Sequence ✓ Interdisciplinary African & African American Studies Curriculum ✓ Interdisciplinary Latino and Latin American Studies Curriculum

Instructional Materials:

Score

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)

1 2 3 4

The 5 Essentials Survey shows Ambitious Instruction as moderately organized.

NWEA MAP Attainment percentiles school wide were:

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2nd grade Reading attainment. Overall, we want to support more students surpassing growth goals.

Teachers are given the Network 13 scope and sequence for Literacy as create in collaboration with Dr. Radner from DePaul University, which aligns to PARCC an NWEA MAP. Instructional Materials include core CCC in Grades K-5 and MyPerspectives in Grades 6-8. This is also supplemented with novels and teacher-created resources. Achieve 3000 is also used to supplement instruction at school and at home. Achieve is used as a progress monitoring tool. Lexia is used as primary grades monitoring tools. We will expand it's use for grades 3-6 and English Learners.

Teachers have been given the ISBE Model Math Scope and Sequence. Instructional Materials used to align to this include Go Math as the core for all grades. Instruction is supplemented with Accelerated Math. Khan Academy is used as supplemental and progress monitoring tool.

Google Classroom is being used in several classrooms for delivery of tasks and communication with students. This is a point to expand upon.

Science materials are needing updates.

Leveled Library is available for all teaches to use.

Technology training for use as creative tools for students is needed.

Students prepare presentations throughout the year via as part of Young Author's program, Reading Fair, Science Fair, Robot Museum, and diorama projects.

Consumable items for hands-on learning is seen as a need to build and sustain, especially for use for students to demonstrate learning in various modalities.

Guide for Instructional Materials

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

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

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

Score

1 2 3 4

The 5 Essentials Survey shows Ambitious Instruction as moderately organized.

NWEA MAP Attainment percentiles school wide were:

77th in Reading grades 3-8. 52nd percentile in Reading Grade 2.

73rd in Math grades 3-8. 70th percent in Math Grade 2.

National Growth percentiles were:

76th percent in Reading.

60th percentile in Math.

Percent of students meeting or exceeding national average growth norms was 59.6%

We notice a continued trend of Mathematics percentiles being lower than reading. We also want to support

2nd grade Reading attainment. Overall, we want to support more students surpassing growth goals.

The SQRP shows that, while most students are at grade level, 40.5% of all of our students are not meeting growth targets.

Student tasks will need to be evaluated for rigor, as well as the feedback and corrective instruction we are giving students.

Writing as a component of the curriculum was previously led by a writing teacher once a week and then assignments continued during the week in literacy block. Teachers have expressed a need for focus and training in writing.

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	✓ 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	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	1.d. Designing Coherent Instruction
	2b. Establishing a Culture for Learning
	3b. Using Questioning and Discussion Techniques
CPS Performance Standards for School Leaders	3c. Engaging Students in Learning
	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	Teaching for Robust Understanding in Mathematics (TRU Math)
✓	Math Practices: What to Look For Observation Tool
✓	Checking In: Do Classroom Assignments Reflect Today's Higher Standards?
✓	Student Work Protocol (SQRP)
✓	Slice Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

Score

1 2 **3** 4

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

The 5 Essentials Survey shows that the Effective Leadership category is moderately organized.

5 Essentials Survey shows Ambitious Instruction as moderately organized.

Students have an opportunity to be eligible for Algebra I in the 8th grade.

College banners are seen in our middle school annex building.

Our counselor hosts meetings for parents and students on the process of applying to high school. Meetings begin in the 6th grade. It is being considered to start as early as 5th grade.

Teachers host open house and 2 other meetings during the school year to ensure parents know teachers expectations for success.

Second Step program is implemented in grades 1 to 8. Persistence for students is a common concern in SEL MTSS monthly meetings, as well as students completing homework and organization.

Guide for Transitions, College & Career Access & Persistence

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

- Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Data on college visits and college fair information ✓ Nonvintage Identity Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	- Ambitious Instruction - Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for Teachers	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Everything College ✓ CPS Authority Framework ✓ Preventing college plans from melting away ✓ To & Through Project ✓ Redefining College & Career Readiness ✓ College Scorecard	✓ CPS College Persistence Toolkit ✓ Meaningful Linkages Between Summer Programs, Schools, and Community ✓ From HS to the Future (CCAP, 2006)
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 2 **3** 4

NWEA MAP Attainment percentiles school wide were:
77th in Reading grades 3-8. 52nd percentile in Reading Grade 2.
73rd in Math grades 3-8. 70th percent in Math Grade 2.

National Growth percentiles were:
76th percent in Reading.
60th percentile in Math.
Percent of students meeting or exceeding national average growth norms was 59.6%

We notice a continued trend of Mathematics percentiles being lower than reading. We also want to support 2nd grade Reading attainment. Overall, we want to support more students surpassing growth goals.

The SEF surveys have staff stating instruction is adjusted for students based on MWEA MAP results, Lexile scores and student work. Teachers monitor progress. The survey indicates that progress monitoring processes varies in the school.

There is a focus on learning the strategies and logistics of small group instruction this year, as well as writing to learn and student discourse strategies.

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	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	- Ambitious Instruction - Effective Leaders - Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	- 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	
	✓ CPS Framework for Teaching with Critical Attributes ✓ CPS Framework for Teaching Professional Learning Modules ✓ CPS Framework for Teaching Professional Learning Opportunities ✓ Special Education Addendum ✓ English Language Learner Addendum

Balanced Assessment & Grading:

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

Score

1 **2** 3 4

S Essentials Survey from last year overall was Organized.
Ambitious Instruction results were neutral overall.
English Instruction results showed weak.
Math results showed neutral.

NWEA MAP Attainment percentiles school wide were:
77th in Reading grades 3-8. 52nd percentile in Reading Grade 2.
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We notice a continued trend of Mathematics percentiles being lower than reading. We also want to support 2nd grade Reading attainment. Overall, we want to support more students surpassing growth goals.

K-5 Assessments from the Collaborative Classroom require teacher supplementation of assessments that allow students to read closely and show strategies to meet the rigor of the CCSS.
Math assessments in Go Math are used. there are some gaps to fully meet the standards when reviewed against the standards. Overall they meet the CCSS-M. Teacher created assessments are not common. We lack a coherent interim assessment and progress monitoring cycle around common assessments. We have many tools to do this, yet it needs to be organized through collaboration with teacher teams and administration.
Grading is of concern, particularly how to separate grading from work ethic when some students do not turn in work. Homework is a focus of concern on grading.

Guide for Balanced Assessment & Grading

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
Measures	✓ Grade distribution reports (course success rates)
	✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1.c. Selecting Learning Objectives
	1.e. Designing Student Assessment
	3.d. Using Assessment in Instruction
	4.a. Reflecting on Teaching & Learning
	4.b. 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

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We notice a continued trend of Mathematics percentiles being lower than reading. We also want to support 2nd grade Reading attainment. Overall, we want to support more students surpassing growth goals.

Attendance Is hovering at 95.5% year-to-date (April 2018). We missed 96% goal by 0.4 of a percent.

5 Essentials Survey from last year overall was organized.
Ambitious Instruction results were neutral overall.
English Instruction results showed weak.
Math results showed neutral.
Collaborative Teachers results were neutral overall.
Teacher-Teacher trust was weak.
Collaborative practices and Quality PD were neutral.
Supportive Environment overall was neutral.
Student-Teacher Trust and Safety were both neutral, but approaching weak.

The 5 Essentials results indicate that we may need to focus on student engagement in content and with each other for learning. Trust among the school community should also be a focus for strategy.
This school year, we have an MTSS team, with teachers as coaches. Each coach has a respective grade band. They conduct data reviews with teachers, help set interventions, and offer support and guidance. This is the first year of implementation. Systems and structures for meetings, intervention and goal determination, and support is present. Consistency of intervention selection to meet deficits is a common concern.. Also, fidelity to our process Is not consistent. This is evident from administrate monitoring. There are rubrics used as best practice, but they are not personalized. the framework of personalized learning will be implemented by six teachers. Our hope is to expand and support this effort.

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
	✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	Ambitious Instruction
	Collaborative Teachers
	Supportive Environment
CPS Framework for Teaching	1a. Demonstrating knowledge of content and pedagogy
	1b. Demonstrating Knowledge of Students
	1d. Designing Coherent Instruction
	2d. Managing Student Behavior
	3d. Using Assessment in Instruction
	3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	4b. Maintaining Accurate Records
	B3. MTSS Implemented Effectively in School

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 **3** 4

The 5 Essentials Survey shows Collaborative teachers as moderately organized.
 The 5 Essentials Survey shows Ambitious Instruction as moderately organized.
 The 5 Essentials Survey shows Supportive Environment as moderately organized.

NWEA MAP Attainment percentiles school wide were:
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Teachers share learning goals to students via objectives. Most share the CCSS standards and the daily learning objectives.

Conversations around mindset occur in some classes, though no school-wide focus on this is stressed.

Students and teachers create goals based on NWEA MAP data.

Frequent feedback occurs in classes that have small group centers or student conferences as part of the daily instruction. Other teachers circle the room and provide corrections to student or ask probing questions to get students on the right track. Many classes have adopted student self-evaluation rubrics.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work: evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRTP Attainment and Growth
Five Essentials	- Ambitious Instruction - Collaborative Teachers - Supportive Environment
MTSS Framework Curriculum & Instruction	
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (cps.edu/set) ✓ ASCA Mindsets & Behaviors	

Relational Trust:

Score

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

1 2 3 4

Collaborative Teachers results were moderately organized overall.
Teacher-Teacher trust was weak.
Collaborative practices and Quality PD were neutral.
Supportive Environment overall was neutral.
Student-Teacher Trust and Safety were both neutral, but approaching weak.

Results from the 5 Essentials Survey and School Climate Self Assessment indicate a Concern amongst staff about working together, sharing ideas and resources, and show, genuine care for one another. Through common planning there are opportunities for collaboration.
We lack a strategy around staff resolving conflicts.
We lack a mentorship plan for students (one to one with an adult) for students with behavior concerns.
Also, we need all staff to be trained in positive supports for students. We lack opportunities for all students to build positive relationships with each other and practice SEL competencies. P.E. teachers teach Second Step program. Some staff members reinforce. Our K-S ELA program embeds SEL skills.

Guide for Relational Trust

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

Score

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

1 2 3 4

The 5 Essentials Survey shows Supportive Environment as moderately organized.

The SEF survey has staff state that there are many opportunities for extended learning via many after school programs, such as band, guitar, knitting, Algebra extended classes, academic classes, computer lab time, and others.

Student completion rate of the My School, My Voice Survey was 89%

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	• MYNS Student Survey completion rates and results • Artifacts from student-run organizations and events (including SVCs) • Meeting minutes/agendas that include student participation • Policies regarding student engagement in decision making • Service learning reports and/or reflections of SL projects • Unit and curriculum maps, rubrics, assessment artifacts • Evidence of student work • Democracy School recognition
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D2. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/MT 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

The 5 Essentials Survey shows Supportive Environment as moderately organized.
The My School, My Voice survey shows that 96 percent of parents stated that students are safe at school.

The My School, My Voice survey shows that 65% of parent stated that bullying is not a problem at school.

Students transition many times to classes due to our walking Reading and Math groups. Students travel with the teacher or in pairs at all times.

Adults wear ID badges or visitor passes.

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

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

Score

1 2 **3** 4

The 5 Essentials Survey shows Supportive Environment as moderately organized

Misconducts show 0.3 out of every 100 students receives an out of school suspension. Average suspension days are 1.7.

Our school uses a ticket system for warning. Yellow tickets are warnings for behaviors. Blue tickets are warnings for homework. 3 tickets equals one white ticket, which leads to a conference with parents and a detention.

There was a system for rewarding positive behaviors (golden tickets), yet that process did not have a system to sustain the distribution of tickets and the collection of data.

Teachers have been attending introductions to restorative conversations.

Second Step is taught in all grades 1st through 8th by P.E. Teachers.

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:

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

Score

1 2 **3** 4

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.

School Community in the My School, My Voice Survey is organized.

Parent-Teacher Partnerships in the My School, My Voice Survey is neutral.

90% of parents on the survey report that the teacher contacts them directly to report on child's strengths, weaknesses, etc.

We host monthly PAC and BAC meetings and workshops. Our parents participate in after school clubs as volunteers. Over 80% of our parents come to parent conference nights.

Fundraisers are commonplace and happen monthly.

Coffee with the principal started in February of 2018. Principal seeks feedback from the community on school improvements.

Guide for Parent and Family Partnership

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of communication methods and content
	✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
	✓ Outreach efforts
	✓ Documentation of responsiveness to Parent Support Center concerns raised
	✓ Event agendas, flyers
Measures	✓ Fundraising activities and amounts (if applicable)
	✓ How does the school honor and reflect the diversity of families including language and culture?
	✓ Five Essentials Score – Involved Families
Five Essentials	
Involved Families	
MTSS Framework	Family & Community Engagement
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Parent Support Centers	
✓ Parent University	
✓ Parent Portal	

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

Goals

Required metrics (Elementary)

18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
The growth percentile in Reading should grow at 5 points per year in order to reach 90th percentile in 3 years. Strong coherence with scaffolding instruction, targeted strategies for all tiers, and focus on writing will yield results.	60.00	76.00	81.00	86.00	90.00
National School Growth Percentile - Math					

The growth percentile in Math should grow at 5 points per year in order to reach 75th percentile in 3 years. Strong coherence with curriculum, targeted interventions, and writing to learn will yield results.	45.00	60.00	65.00	70.00	75.00
% of Students Meeting/Exceeding National Ave Growth Norms					
This goal was selected to ensure that we meet the 5 points required in the SQRP. This goal is attainable. 5 points growth from year to year equates to 3 more students than the previous year per classroom making growth targets. With a focus on targeted strategies or interventions for all tiers and progress monitoring, we will reach this goal.	54.80	59.60	65.00	70.00	75.00
African-American Growth Percentile - Reading					
n/a	(Blank)	(Blank)	0.00	0.00	0.00
Hispanic Growth Percentile - Reading					
The growth percentile in Reading should grow at 5 points per year in order to reach 85th percentile in 3 years. Strong coherence with scaffolding instruction, targeted strategies for all tiers, and focus on writing will yield results.	60.00	73.00	78.00	83.00	85.00
English Learner Growth Percentile - Reading					
n/a	(Blank)	(Blank)	0.00	0.00	0.00
Diverse Learner Growth Percentile - Reading					
The growth percentile in Reading should grow at 5 points per year in order to reach 77th percentile in 3 years. Strong coherence with scaffolding instruction, targeted strategies for all tiers, and focus on writing will yield results. DL students should maintain current target that was reached (99th percentile).	7.00	99.00	67.00	72.00	77.00
African-American Growth Percentile - Math					
n/a	(Blank)	(Blank)	0.00	0.00	0.00
Hispanic Growth Percentile - Math					
The growth percentile in Math should grow at 5 points per year in order to reach 76th percentile in 3 years. Strong coherence with curriculum, targeted interventions, and writing to learn will yield results.	42.00	61.00	66.00	71.00	76.00
English Learner Growth Percentile - Math					
n/a	(Blank)	(Blank)	0.00	0.00	0.00
Diverse Learner Growth Percentile - Math					
The growth percentile in Math should grow at 5 points per year in order to reach 90th percentile in 3 years. Strong coherence with scaffolding instruction, targeted strategies for all tiers, and focus on writing will yield results.	5.00	81.00	81.00	86.00	91.00
National School Attainment Percentile - Reading (Grades 3-8)					
Students meeting growth goals will lead to more students making attainment targets. scaffolding instruction, targeted strategies for all tiers, and focus on writing will yield results.	74.00	77.00	82.00	87.00	93.00
National School Attainment Percentile - Math (Grades 3-8)					
Students meeting growth goals will lead to more students making attainment targets. scaffolding instruction, targeted strategies for all tiers, and focus on writing will yield results.	73.00	73.00	73.00	78.00	83.00

National School Attainment Percentile - Reading (Grade 2)

Students meeting growth goals will lead to more students making attainment targets. scaffolding instruction, targeted strategies for all tiers, and focus on writing will yield results.

60.00

52.00

57.00

62.00

67.00

National School Attainment Percentile - Math (Grade 2)

Students meeting growth goals will lead to more students making attainment targets. scaffolding instruction, targeted strategies for all tiers, and focus on writing will yield results.

68.00

70.00

75.00

80.00

85.00

% of Students Making Sufficient Annual Progress on ACCESS

ACCESS goal is 5 points progress on ACCESS.

28.90

(Blank)

34.00

39.00

44.00

Average Daily Attendance Rate

Our school-wide push is to focus on meeting 97% attendance rate. We strongly feel that we must stay above the 96% attendance rate.

96.30

95.60

96.00

96.50

97.00

My Voice, My School 5 Essentials Survey

Collaborative Teachers & Supportive Environment - Well Organized.
Overall Score - we'll organized

(Blank)

(Blank)

(Blank)

(Blank)

(Blank)

Teacher Collaboration is rated as moderately organized on the survey. Student-Teacher and Teacher-Teacher trust are indicated as areas for growth.
Supportive environment is rated as moderately organized on the survey.
The My School, My Voice survey shows that 35% of parents state that bullying is an issue at school.

Custom metrics

4 of 4 complete

2016-2017
Actual2017-2018
Actual2017-2018
SQR
Goal2018-2019
SQR
Goal2019-2020
SQR
Goal

Algebra I Achievement

77% of students enrolled in Algebra I will pass the exit exam in June 2020.

27.00

27.00

60.00

68.00

77.00

Attendance target

Primary grades K-2 to reach goal attendance 96%

94.00

94.00

95.00

95.50

96.00

K-1 NWEA MAP Growth Reading

75% of students will reach MAP Growth Reading target by 2020.

54.00

60.00

60.00

70.00

75.00

K-1 NWEA MAP Growth Math

75% of students will reach MAP Growth Math target by 2020.

56.00

60.00

60.00

70.00

75.00

Strategies

Strategy 1

If we do...

Engage all staff in learning and applying strategies from The 5 Dysfunctions of a Team during all staff time together (Grade level meetings, Staff workshops, common planning times, etc.)

...then we see...

Teachers and staff are trusting each other more, having courageous conversations with each other, committed to a common plan, accountable to each other, and better data-driven results

...which leads to...

Students will receive consistent, results-driven learning that has been planned with staff who support each other and are committed to our common mission and priorities. The 5 Essentials Survey will be well organized in all areas by the end of 2019-2020.

Tags:

Professional Learning, Plc, Book study, Relational trust, Consultant

Area(s) of focus:

1

Action step

Responsible

Timeframe

Status

SEL Coordinator and school consultant will be consulted to organize professional learning around relational trust for the staff.

Principal

Aug 27, 2018 to
Oct 5, 2018

Not started

Relational trust, Consultant

Book "The 5 Dysfunctions of a Team" is purchased for all staff members.

AP

Jul 6, 2018 to
Aug 31, 2018

Not started

Book study, Relational trust

Professional Learning Community (PLC) is formed of staff members to read, practice actions, and plan for staff workshops around the 5 Dysfunctions of a Team book and field guide.

Principal / AP

Sep 4, 2018 to
Sep 14, 2018

Not started

Plc, Relational trust

Staff workshops on relational trust are planned for the year. The work begins with staff-staff trust, then to staff and trust, and ends with student-student trust.

PLC Facilitator

Aug 23, 2018 to
Sep 7, 2018

Not started

Professional Learning, Plc

Action Step: Workshop is conducted at the start of the year. Teachers will engage in team building activities and be introduced to the book we will focus on for the year, "The 5 Dysfunctions of a Team". The workshop will engage staff in discussions on how the overview connects to the school mission. Staff will give input as to the needs we face through courageous conversations and candor.

Principal / PLC
Team

Aug 27, 2018 to
Sep 7, 2018

Not started

Professional Learning, Relational trust

Set of Norms and Expectations are created by Grade Band Teams. Roles are described and practiced in 1st two weeks of school.

ILT Team

Sep 3, 2018 to
Sep 14, 2018

Not started

Professional Learning, Relational trust, Group norms

Once a quarter in grade band teams, one of the 5 Dysfunctions will be practiced and looked for by peer process observer for feedback in team meetings. Reflection will include how to promote this in own classrooms. Lack of Trust will be addressed in the beginning of the year during staff workshops.

Principal

Sep 10, 2018 to
May 31, 2019

Not started

Professional Learning, Feedback, Reflection

Strategy 2

If we do...

...then we see...

...which leads to...

Implement and monitor writing to learn strategies, including Kagan structures, and explanations of learning via writing.

Students are thinking about their learning more deeply and engaging in productive struggle.

This leads to 93rd percentile school national attainment on MAP assessments by the end of 2019-2020.

Tags:

Writing, Kagan, Balanced assessment and grading

Area(s) of focus:

2, 3

Action step

Action: Writing class visits will be conducted to assess the current state of writing practice.

Responsible

Instructional Leadership Team (ILT)

Timeframe

Apr 30, 2018 to May 31, 2018

Status

Completed

Writing, Peer observation, Observation and feedback

Action: CPS Summit representatives will share writing to learn strategies. Grade level teams will practice with tools in the meeting and apply one of the tools with students during quarter 4 of the school year.

CPS Summit Teacher Leaders

Mar 1, 2018 to May 31, 2018

Completed

Professional Learning, Writing

Action: Teacher representative will share Kagan Cooperative Learning Strategies to ILT. ILT will plan for teacher workshops for the beginning of the year and yearlong workshops using Kagan strategies that use writing tools.

Teacher Kagan Learning representative, ILT

Jun 1, 2018 to Sep 21, 2018

Not started

Kagan, Cooperative learning

Action: Common Rubric based on Common Core State Standards is decided on or created by grade band teams.

ILT / Principal

Sep 1, 2018 to Sep 28, 2018

Not started

Rubrics

Action: Grade Band protocols for student writing are planned for facilitation by the ILT.

Principal

Sep 3, 2018 to Sep 28, 2018

Not started

Writing, Data analysis

Action: Cycle of learning occurs in grade level team meetings. Teams meet monthly and share student work samples in writing once a month. Teacher teams collaborate on scoring using a common rubric and editing and revision.

ILT Facilitator / Principal / AP

Oct 1, 2018 to May 31, 2019

Not started

Writing, Collaboration

Action: ILT and Teacher representatives will visit exemplar schools for writing practice ideas. ILT will use the information to plan and adjust workshops and grade band meetings.

Principal

Oct 29, 2018 to Mar 1, 2019

Not started

Professional Learning, Writing, School visits

ILT once a quarter will review implementation of Kagan structures for writing to learn, as well as writing program checklist of expectations with grade band teams. Adjustments for professional learning and implementation will be decided at IT meetings.

ILT Members

Oct 29, 2018 to May 31, 2019

Not started

ILT, Writing, Kagan, Monitoring

Once a quarter teachers will conduct peer visits using writing expectations and checklist. Teachers will provide written and verbal feedback to each other on glows (praise) and grows (ideas and suggestions to implement).

All Teachers

Oct 1, 2018 to May 31, 2019

Not started

Writing, Peer observation

Strategy 3

If we do...

Develop 5 week common interim assessments aligned to the Common Core State Standards for Reading and Math.

...then we see...

Teachers will be able to collaborate around student progress and give feedback to each other

...which leads to...

Students will know what they need to work on and what they are doing well. School growth percentile on NWEA MAP Growth will reach 90th percentile in Reading and 75th percentile in Math.

Tags:

Feedback, Interim assessment, Corrective instruction

Area(s) of focus:

2

Action step

Responsible

Timeframe

Status

ILT will meet to learn about assessment cycle creation, and plan for teacher professional development around interim assessment cycles.

Principal/AP

May 21, 2018 to
Aug 17, 2018

Completed

Assessment, Professional Learning, Interim assessment

ILT will present interim assessment plan to teachers. Staff will begin to create interim assessments for the year with ILT facilitators.

ILT Team

Aug 27, 2018 to
Aug 31, 2018

Not started

Assessment, Professional Learning, Interim assessment

Teacher teams will meet to analyze results of interim assessment to find patterns in learning and display results.

ILT Team

Oct 15, 2018 to
Oct 19, 2018

Not started

Data analysis, Interim assessment

Teacher teams will meet to have honest, open conversations around interim assessment results. Teams will create corrective instruction plans.

ILT Team

Oct 22, 2018 to
Oct 26, 2018

Not started

Interim assessment, Corrective instruction

Principal and AP will review corrective plans and provide feedback for adjustments and/or suggestions.

Principal/AP

Oct 22, 2018 to
Oct 26, 2018

Not started

Feedback, Interim assessment, Corrective instruction

Teachers share interim results with students with display walls and student conferences. Student goals are revisited and adjusted.

Teachers

Oct 29, 2018 to
Nov 2, 2018

Not started

Feedback, Interim assessment, Corrective instruction, Students data walls

Principal and AP engage in class visits to monitor implementation of corrective instruction plans. Feedback is given to teachers in one-on-one conferences within 24 hours of the class visit.

Principal/AP

Oct 29, 2018 to
Nov 2, 2018

Not started

Feedback, Interim assessment, Corrective instruction

Gradebook reviews are done every 2 weeks. Feedback is given to teachers with actions.

Principal/AP

Sep 24, 2018 to
Jun 7, 2019

Not started

Feedback, Gradebook monitoring

Tech PD on using CIM to create common interim assesments. After the PD, allow teams to play and explore the features and practice with students.	AP/Tech Team	Jun 11, 2018 to Jun 19, 2018	Not started
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Technology, Professional Learning, Interim assessment, Cim

Teacher teams will meet to analyze results of 2nd cycle of interim assessment to find patterns in learning and display results.	ILT	Dec 3, 2018 to Dec 7, 2018	Not started
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Data analysis, Interim assessment

Teacher teams will meet to have honest, open conversations around 2nd cycle interim assesment results. Teams will create corrective instruction plans.	ILT	Dec 10, 2018 to Dec 15, 2018	Not started
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Interim assessment, Corrective instruction

Principal and AP will review 2nd interim corrective plans and provide feedback for adjustments and/or suggestions.	Principal/AP	Dec 17, 2018 to Jan 7, 2019	Not started
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Feedback, Interim assessment, Corrective instruction

Teachers share 2nd interim results with students with display walls and student conferences. Student goals are revisited and adjusted.	Teachers	Jan 7, 2019 to Jan 11, 2019	Not started
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Feedback, Data walls, Interim assessment, Corrective instruction

Strategy 4

If we do...

Target core subject interventions for every student to support or enrich their learning in small groups with scaffolding techniques and intervention sessions.
--

...then we see...

Students are receiving more access to the learning and students showing mastery.
--

...which leads to...

80% of students meeting growth targets on MAP assessment by the end of 2019-2020.

Tags:

MTSS, Personalized Learning, Interventions

Area(s) of focus:

4

Action step	Responsible	Timeframe	Status
Invite Lexia to give informational on how the program progress monitors students and give teachers tools for direct intervention support.	AP	May 14, 2018 to Jun 1, 2018	Completed

MTSS, Interventions, Online programs

Invite Harcourt GoMath Representatives to share intervention programs for teachers to give input on which to use.	AP	May 14, 2018 to Jun 8, 2018	Completed
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MTSS, Math, Interventions

Plan schedule of MTSS Coaches' meetings for the year as a team and with teachers.	AP/Case Manager	May 21, 2018 to Jun 15, 2018	Completed
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MTSS, Coaching support

Plan Professional Learning for beginning of the year.	MTSS Team	May 29, 2018 to Aug 17, 2018	Completed
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MTSS, Professional Learning, Coaching support

All Teachers attend LEAP Summit. Learning is brought back to the teachers at the beginning of the year.	AP	Aug 28, 2018 to Aug 28, 2018	On-Track
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Professional Learning, Personalized Learning, Leap innovations

Quarter 1 one-on-one meetings take place between Administration and teachers to receive feedback on corrective instruction plans and MTSS interventions data.	Principal/AP	Oct 29, 2018 to Nov 2, 2018	Not started
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MTSS, Feedback, Corrective instruction

Cohort of 6 teachers are created to be part of our 2nd cohort of LEAP teachers to receive training for personalized learning for SY 2019-2020	AP	Nov 5, 2018 to Dec 21, 2018	Not started
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Professional Learning, Personalized Learning, Leap innovations

Action Plan

Strategy 1

NOT STARTED	SEL Coordinator and school consultant will be consulted to organize professional learning around relational trust for the staff."
	Aug 27, 2018 to Oct 05, 2018 - Principal

Status history



NOT STARTED	Sep 03, 2018
	Evidence
	Meeting notes and implementation plan, Professional Learning Plan draft for 2018-2019

NOT STARTED	Book "The 5 Dysfunctions of a Team" is purchased for all staff members."
	Jul 06, 2018 to Aug 31, 2018 - AP

Status history



NOT STARTED	Sep 03, 2018
	Evidence
	Book purchase order.

NOT STARTED	Professional Learning Community (PLC) is formed of staff members to read, practice actions, and plan for staff workshops around the 5 Dysfunctions of a Team book and field guide."
	Sep 04, 2018 to Sep 14, 2018 - Principal / AP

Status history



NOT STARTED	Sep 03, 2018
	Evidence
	Team meeting notes, workshop agenda and plan.

NOT STARTED

Staff workshops on relational trust are planned for the year. The work begins with staff-staff trust, then to staff and trust, and ends with student-student trust."

Aug 23, 2018 to Sep 07, 2018 - PLC Facilitator

Status history



Sep 3

NOT STARTED

Sep 03, 2018

Evidence

Team meeting notes, workshop agenda and plan.

NOT STARTED

Action Step: Workshop is conducted at the start of the year. Teachers will engage in team building activities and be introduced to the book we will focus on for the year, "The 5 Dysfunctions of a Team". The workshop will engage staff in discussions on how the overview connects to the school mission. Staff will give input as to the needs we face through courageous conversations and candor."

Aug 27, 2018 to Sep 07, 2018 - Principal / PLC Team

Status history



Sep 3

NOT STARTED

Sep 03, 2018

Evidence

Workshop agenda and plan, goals and outcomes, staff survey.

NOT STARTED

Set of Norms and Expectations are created by Grade Band Teams. Roles are described and practiced in 1st two weeks of school."

Sep 03, 2018 to Sep 14, 2018 - ILT Team

Status history



Sep 3

NOT STARTED

Sep 03, 2018

Evidence

Grade Band Meeting Notes.

NOT STARTED

Once a quarter in grade band teams, one of the 5 Dysfunctions will be practiced and looked for by peer process observer for feedback in team meetings. Reflection will include how to promote this in own classrooms. Lack of Trust will be addressed in the beginning of the year during staff workshops."

Sep 10, 2018 to May 31, 2019 - Principal

Status history



Sep 3

NOT STARTED

Sep 03, 2018

Evidence

Grade Band Meeting Notes.

Strategy 2

COMPLETED

Action: Writing class visits will be conducted to assess the current state of writing practice."

Apr 30, 2018 to May 31, 2018 - Instructional Leadership Team (ILT)

Status history



Sep 3

COMPLETED

Sep 03, 2018

Evidence

Class visit checklists, ILT Meeting notes, schedule of visits.

COMPLETED

Action: CPS Summit representatives will share writing to learn strategies. Grade level teams will practice with tools in the meeting and apply one of the tools with students during quarter 4 of the school year."

Mar 01, 2018 to May 31, 2018 - CPS Summit Teacher Leaders

Status history



COMPLETED

Sep 03, 2018

Evidence

Student work samples

NOT STARTED

Action: Teacher representative will share Kagan Cooperative Learning Strategies to ILT. ILT will plan for teacher workshops for the beginning of the year and yearlong workshops using Kagan strategies that use writing tools."

Jun 01, 2018 to Sep 21, 2018 - Teacher Kagan Learning representative, ILT

Status history



NOT STARTED

Sep 03, 2018

Evidence

Professional Learning Plan, ILT meeting Notes, Workshop agenda.

NOT STARTED

Action: Common Rubric based on Common Core State Standards is decided on or created by grade band teams."

Sep 01, 2018 to Sep 28, 2018 - ILT / Principal

Status history



NOT STARTED

Sep 03, 2018

Evidence

Writing rubrics per grade band.

NOT STARTED

Action: Grade Band protocols for student writing are planned for facilitation by the ILT."

Sep 03, 2018 to Sep 28, 2018 - Principal

Status history



NOT STARTED

Sep 03, 2018

Evidence

Student work samples.

NOT STARTED

Action: Cycle of learning occurs in grade level team meetings. Teams meet monthly and share student work samples in writing once a month. Teacher teams collaborate on scoring using a common rubric and editing and revision."

Oct 01, 2018 to May 31, 2019 - ILT Facilitator / Principal / AP

Status history



Sep 3

NOT STARTED

Sep 03, 2018

Evidence

Student work samples, Grade Level Team notes.

NOT STARTED

Action: ILT and Teacher representatives will visit exemplar schools for writing practice ideas. ILT will use the information to plan and adjust workshops and grade band meetings."

Oct 29, 2018 to Mar 01, 2019 - Principal

Status history



Sep 3

NOT STARTED

Sep 03, 2018

Evidence

Grade band meeting notes, ILT meeting notes.

NOT STARTED

ILT once a quarter will review implementation of Kagan structures for writing to learn, as well as writing program checklist of expectations with grade band teams. Adjustments for professional learning and implementation will be decided at IT meetings."

Oct 29, 2018 to May 31, 2019 - ILT Members

Status history



Sep 3

NOT STARTED

Sep 03, 2018

Evidence

Grade Band Meeting Notes with actions, Classroom Writing Program Checklists.

NOT STARTED

Once a quarter teachers will conduct peer visits using writing expectations and checklist. Teachers will provide written and verbal feedback to each other on glows (praise) and grows (ideas and suggestions to implement)."

Oct 01, 2018 to May 31, 2019 - All Teachers

Status history



Sep 3

NOT STARTED

Sep 03, 2018

Evidence

Checklists with feedback, Coverage schedules, class visits survey.

Strategy 3

COMPLETED

ILT will meet to learn about assessment cycle creation, and plan for teacher professional development around interim assessment cycles."

May 21, 2018 to Aug 17, 2018 - Principal/AP

Status history



Sep 3

COMPLETED

Sep 03, 2018

Evidence

ILT meeting notes, PD Plan, interim assessment calendar.

NOT STARTED

ILT will present interim assessment plan to teachers. Staff will begin to create interim assessments for the year with ILT facilitators."

Aug 27, 2018 to Aug 31, 2018 - ILT Team

Status history

Sep 3

NOT STARTED

Sep 03, 2018

Evidence

PD Plan, Kick-Off Agenda

NOT STARTED

Teacher teams will meet to analyze results of interim assessment to find patterns in learning and display results."

Oct 15, 2018 to Oct 19, 2018 - ILT Team

Status history

Sep 3

NOT STARTED

Sep 03, 2018

Evidence

Grade Band meeting notes, .interim assessment analysis report.

NOT STARTED

Teacher teams will meet to have honest, open conversations around interim assesment results. Teams will create corrective instruction plans."

Oct 22, 2018 to Oct 26, 2018 - ILT Team

Status history

Sep 3

NOT STARTED

Sep 03, 2018

Evidence

Grade Band meeting notes, corrective instruction plan

NOT STARTED

Principal and AP will review corrective plans and provide feedback for adjustments and/or suggestions."

Oct 22, 2018 to Oct 26, 2018 - Principal/AP

Status history

Sep 3

NOT STARTED

Sep 03, 2018

Evidence

Feedback notes.

NOT STARTED

Teachers share interim results with students with display walls and student conferences. Student goals are revisited and adjusted."

Oct 29, 2018 to Nov 02, 2018 - Teachers

Status history

Sep 3

NOT STARTED

Sep 03, 2018

Evidence

Student goal-setting sheets, class data walls.

NOT STARTED

Principal and AP engage in class visits to monitor implementation of corrective instruction plans. Feedback is given to teachers in one-on-one conferences within 24 hours of the class visit."

Oct 29, 2018 to Nov 02, 2018 - Principal/AP

Status history

Sep 3

NOT STARTED

Sep 03, 2018

Evidence

Feedback notes.

NOT STARTED

Gradebook reviews are done every 2 weeks. Feedback is given to teachers with actions."

Sep 24, 2018 to Jun 07, 2019 - Principal/AP

Status history

Sep 3

NOT STARTED

Sep 03, 2018

Evidence

Gradebook feedback form.

NOT STARTED

Tech PD on using CIM to create common interim assesments. After the PD, allow teams to play and explore the features and practice with students."

Jun 11, 2018 to Jun 19, 2018 - AP/Tech Team

Status history

Sep 3

NOT STARTED

Sep 03, 2018

Evidence

Sample of assessments shared via CIM.

NOT STARTED

Teacher teams will meet to analyze results of 2nd cycle of interim assessment to find patterns in learning and display results."

Dec 03, 2018 to Dec 07, 2018 - ILT

Status history

Sep 3

NOT STARTED

Sep 03, 2018

Evidence

Grade Band meeting notes, .interim assessment analysis report.

NOT STARTED

Teacher teams will meet to have honest, open conversations around 2nd cycle interim assesment results. Teams will create corrective instruction plans."

Dec 10, 2018 to Dec 15, 2018 - ILT

Status history

Sep 3

NOT STARTED

Sep 03, 2018

Evidence

Grade Band meeting notes, corrective instruction plan

NOT STARTED

Principal and AP will review 2nd interim corrective plans and provide feedback for adjustments and/or suggestions."

Dec 17, 2018 to Jan 07, 2019 - Principal/AP

Status history

Sep 3

NOT STARTED

Sep 03, 2018
Evidence
Feedback notes.

NOT STARTED

Teachers share 2nd interim results with students with display walls and student conferences. Student goals are revisited and adjusted."

Jan 07, 2019 to Jan 11, 2019 - Teachers

Status history

Sep 3

NOT STARTED

Sep 03, 2018
Evidence
Student goal-setting sheets, class data walls.

Strategy 4

COMPLETED

Invite Lexia to give informational on how the program progress monitors students and give teachers tools for direct intervention support."

May 14, 2018 to Jun 01, 2018 - AP

Status history

Sep 3

COMPLETED

Sep 03, 2018
Evidence
Grade band meeting notes.

COMPLETED

Invite Harcourt GoMath Representatives to share intervention programs for teachers to give input on which to use."

May 14, 2018 to Jun 08, 2018 - AP

Status history

Sep 3

COMPLETED

Sep 03, 2018
Evidence
Grade band meeting notes

COMPLETED

Plan schedule of MTSS Coaches' meetings for the year as a team and with teachers."

May 21, 2018 to Jun 15, 2018 - AP/Case Manager

Status history

Sep 3

COMPLETED

Sep 03, 2018
Evidence
MTSS Team meeting notes.

COMPLETED

Plan Professional Learning for beginning of the year."

May 29, 2018 to Aug 17, 2018 - MTSS Team

Status history

Sep 3

COMPLETED

Sep 03, 2018

Evidence

PD Plan, MTSS meeting notes

ON-TRACK

All Teachers attend LEAP Summit. Learning is brought back to the teachers at the beginning of the year."

Aug 28, 2018 to Aug 28, 2018 - AP

Status history

Sep 3

ON-TRACK

Sep 03, 2018

Evidence

PD Plan, LEAP team meeting notes.

NOT STARTED

Quarter 1 one-on-one meetings take place between Administration and teachers to receive feedback on corrective instruction plans and MTSS interventions data."

Oct 29, 2018 to Nov 02, 2018 - Principal/AP

Status history

Sep 3

NOT STARTED

Sep 03, 2018

Evidence

Feedback notes.

NOT STARTED

Cohort of 6 teachers are created to be part of our 2nd cohort of LEAP teachers to receive training for personalized learning for SY 2019-2020"

Nov 05, 2018 to Dec 21, 2018 - AP

Status history

Sep 3

NOT STARTED

Sep 03, 2018

Evidence

Confirmation email of team members to LEAP Innovations.

Fund Compliance

Supplemental General State Aid(SGSA)

☒ My school receives SGSA funds

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

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

ESSA Program

ESSA Schoolwide Program

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

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

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

 Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

☒ I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy

Complete

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

NCLB Committee will be formed at the beginning of the school year. This committee will follow the policies established by NCLB."

Title I Annual Meeting Will be held on:
September 17th, 2018.

The Title I PAC Organizational Meeting will be held on September 17 17th, 2018.

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

Title I Annual Meeting will be held on September 17th, 2018. The Title I PAC Organizational Meeting was held on September 17th, 2018. Parents will be notified via newsletter, posting at the school doors and marquee and reminder notes will be sent home prior to the meeting. NCLB Committee will be formed at the beginning of the school year. This committee will follow the policies established by NCLB. Parents will be informed of the amount of money allocated and the way in which it can be spent. All members will decide and vote on where the money will be used. It will be explained to parents that these monies are exclusively for parent professional development.

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.

After most parent meetings, the school administration prepares questions that suggest parents participate in the education of their children. Parents are part of the decision making process in selecting the proper themes at their workshops.

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.

After school receives State assessments, school counselor will make sure parent receives a copy of child's performance on State assessments. We will also send information home by using the Parent Portal on IMPACT in order for parents to monitor student progress such as attendance and grades. This can also be used as a communication tool with teachers.

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.

After the school is notified, we are required to notify parents that their child's teacher is not "Highly Qualified." Letters will be sent home notifying the parents about their classroom teacher not being Highly Qualified.

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.

Our school has informative grade level meetings for parents that explain the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternative assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Principal will also explain procedures through LSC, PAC and BAC, meetings

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.

At the beginning of each school year, teachers have parent workshops that provide informational resources, and materials and training, including literacy and ESL training and technology, as appropriate, to assist parents in working with children to improve their academic achievement, and to encourage increased parental involvement. The school also provides computers, ESL and Literacy Night each year to assist and promote parent involvement with their children at home as well as school.

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.

School administration stresses the importance of parent/school relations through weekly teacher/staff meetings.

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.

Our preschool program stresses and encourages as much parent involvement as possible to further nurture their child's potential. Our school schedules parents to volunteer and encourages them to check out books.

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.

Our school provides information to parents in their native language through notes to parents, newsletters and school calendars. The school also posts parent announcements on the CPS Parent Portal.

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.)

George Washington Elementary School fosters a love for learning through joyful experiences and high quality instruction that allows students to be respectful global leaders.

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.

Two parent Report Card Pick-up November and April. Student progress report 5 weeks into every quarter. Distribution dates October, December, March and May. Parents are always welcomed to our school teachers communicate with parents.

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

NWEA reports, Report Card Pick up, Progress Reports. Six weeks into every week quarter progress report are distributed to parents. Distribution dates Parents are always welcomed to our school, teachers communicate with parents via agenda, email and telephone.

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

Teachers are available to meet with parents before school and also during preparation periods. If the occasion calls for a parent-teacher conferences during the school day, coverage is provided to the teacher.

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

Parents are welcome to volunteer at the school. Teachers will provide a schedule with times in which they can come and support students. All parent volunteers must have a background check and TB test. Teacher will provide parents opportunities to volunteer in different activities such as field trips, classroom celebrations or teacher help. Teacher will schedule a time and day so all parents will have an opportunity to participate.

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

The teacher will assign different tasks to the parents such as support in small groups, making copies, bulletin boards, and provide student materials to accomplish task assigned by the teacher etc.

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

When students are failing, parents are notified immediately via phone or email, a parent conference is scheduled and a remediation plan is put into place. If needed, the remediation plan will be revised after 4 weeks of implementation

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).

Each parent, student, teacher and administrator will fill out a compact to ensure the commitment. At the beginning of the school year, parents will have the opportunity to meet teachers in the open house and participate in different events such as Literacy Night, Reading Fair, Science Fair, Spelling Bee, school assemblies and award ceremonies. Administration will do a daily walkthrough in order to make sure that the school is ready to function. Students and teachers will be acknowledged for perfect attendance. Teachers will model good manners to students.

Parent Budget

Complete

Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.

Goals:

Increase parent understanding of the rigor of Common Core Literacy and Mathematics standards by 75% as shown on survey results.

Increase parent participation at family events and parent meetings by 25% as shown from parent sign in sheets for events.

Increase parental understanding of personalized learning to 75% as show on survey results.

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

Account(s) Description

Allocation

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

\$	1000	.00
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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.	\$	500	.00
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53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	500	.00
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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)	\$	1059	.00
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54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$	1060	.00
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54205	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.	\$	500	.00
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54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$	0	.00
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53510	Postage Must be used for parent and family engagement programs only.	\$	0	.00
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53306	Software Must be educational and for parent use only.	\$	0	.00
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55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$	0	.00
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