



Milton Brunson Math & Science Specialty ES / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
02/22/2018	Woods, Rogers, Gaines, Wilson, Finley-Jones, Finklea, N. Jones	CIWP Self-Assessment
03/08/2018	Wilson, Jones	Goals
04/12/2018	Rogers, Gaines, Wilson Finley-Jones, Menczynski	Framework Priorities
04/19/2018	Rogers, Woods, Menczynski, Denison, Gorham, Wilson, Finley-Jones	Framework Priorities, Goals, Fund Compliance

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.

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At the beginning of each school year we host the State of School Address to inform parents, community and other stakeholders of school academic status. We have established a Theory of Action which outline our schools priorities, we have set clear and measurable goals for student achievement. Based on feedback and results of "My School, My Voice My Survey" we are a 'well organized' school.

Guide for Leadership & Collective Responsibility

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

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

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ILT meets regularly to analyze data and student work samples, monitor dashboard (attendance, on/off track data) to make adjustments to school focus and targets, which are communicated at grade level team meetings. The ILT utilizes NWEA data to identify academic strengths and weaknesses and use this information to design NWEA after-school curriculum based on students' Individual Learning Plans. ILT monitors academic programs to ensure that instructional time is maximized to meet the students' needs. ILT utilized the monthly attendance reports to track which classrooms had a 94 percent or below attendance percentage rate. Each ILT member mentored a class in need of improvement. With support from the ILT, the Attendance committee, The Principal provides daily, weekly and monthly attendance incentives.

The ILT also held meetings focused on SEL standards and students behavior in order to improve school culture and community building through PATHS for K-5, PAWS (whole school) and Peer Mediation (Middle School). ILT monitors usage of Lexia, MyOn and implementation of PL classrooms.

Guide for Instructional Leadership Team

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

- Meet regularly (2-4 times per month).
- Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
 - All team members have equity of voice and are actively engaged in asking questions.
 - Celebrate small wins and improvements.
 - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

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

Professional Learning:

Score

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

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Teachers receive 60 minutes of weekly professional development which aligns to our school's priorities and goals. Professional Development is offered based on teacher's needs as identified from REACH observations and student data. Collaborative time is allocated weekly in order for teachers to be able to engage in vertical and horizontal common planning, in addition to the structured grade level meeting. Teachers are encouraged to contribute to the grade level with best practices and strategies. Teacher leaders share new strategies from N3 Summits. Teachers seek out opportunities to engage in peer lead professional development opportunities and engages in continuous cycle of improvement.

Guide for Professional Learning

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

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

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Budget is driven by student data (attendance, academic, 5 essentials surveys, student work and observations). All students receives an additional 60 minutes reading, math and science instruction in order to increase attainment across all grade levels. Staff members are strategically assigned to support high priority students through small group instruction during MTSS periods. Teachers utilizes Parent Mentors to assist students in the classroom (small group instruction and behavior modification). School-wide schedule placed students in cohorts where students receive core instruction and individualized instruction during MTSS periods based on their area of need. Diverse Learner teachers and resource teachers push in provide small group instruction, guided reading, and guided math groups.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

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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.

Evidence: K-8 has pacing guides for each quarter for both reading and math. Currently our SQRP growth for reading is at the 81st percentile and is at 88th percentile for math. Our SQRP attainment percentile for reading is 31th and our math attainment is at the 33rd percentile.

Common Core Standards and daily objectives are posted and clearly communicated to students as it relates to skill being taught. Teachers use a combination of low and high level questioning which are tiered according student data. Network 3 Math pacing guides and assessments are used in conjunction with tiered instruction. Curriculum maps were created and implemented to ensure that students are receiving rigorous instruction which is aligned to the common core standards. All students received a personalized learning plan to address individual academic needs as indicated through NWEA BOY and MOY, assessments, student work samples. Students progress is monitored biweekly, every 5 weeks, and quarterly. Learning plans are adjusted based on formative, summative and standardized data. Brunson currently has six classrooms engaged in personalized learning model with LEAP, seven more engaged in pre stages for fall 2018.

Guide for Curriculum

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

- Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
 - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
 - Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

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

Instructional Materials:

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

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School is currently using a Balance Literacy Reading Program, level readers during guided reading to address the unique learning styles and based on their reading levels and lexiles. Materials include Scholastic text sets, Lexia, MyOn, Skills Naviagor (where learning pathways have been created to ensure deficits are being addressed). All grade levels supplement our school wide Reading and Math curriculum with Common Core Support Coach and Common Core assessment curriculum. These materials provide differentiated content and student access to the curriculum.

Guide for Instructional Materials

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

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

interest and motivation – for engaging and learning.

- Students make choices about instructional materials as part of learning.
- Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
- Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none">✓ Cross-section of materials from a variety of content areas and grade levels✓ Evidence of scaffolding and differentiation for all students to access the content/skills✓ Description of materials in curriculum and/or lesson plans✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP 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	
	<ul style="list-style-type: none">✓ Universal Design for Learning Guidelines 2.0✓ UDI PD Modules✓ CPS Integrated Library System (S.O.A.R.)

Rigorous Student Tasks:

Score

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)

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Student work is examined weekly during grade level and every five weeks by Administration and ILT. In grade level, teachers analyze and unpack the Common Core Standards based on the pacing guides to analyze complex text. Teachers collaborate to utilize Placemats unpacking the standard, providing essential questions, using Kids at the Core stem questions to construct tiered questions. The teams then identify the Depth of Knowledge of the tiered questions/tasks to ensure that it produces rigorous tasks for all students. The task progression of standards and movement of students in their tiers. Students regularly complete learning tasks that demonstrate their ability to analyze, synthesize, and/or evaluate new instructional content. During lessons, students are given the opportunity to generate questions about the content that demonstrate rigorous independent thinking.

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

Score

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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)

College and Career awareness was fostered in Library Science through research projects. Skills Navigator is a mastery progress monitoring assessment that helps teachers drill down to specific skills each student needs to learn. They also can then monitor their own lexile levels in comparison to what they need to be College Career Ready. We recognized the students on track and achieved College and Career Ready through celebrations. In Library Science, students completed a research project in which they selected a career they were interested in, and did an oral presentation to their class.

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 Biliiteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
 - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
 - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
 - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.

- Provide opportunities for Dual Credit/Dual Enrollment
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.
 - Equipping students and families with persistence strategies. (College Persistence Toolkit)
 - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b, Establishing a Culture for Learning
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> ✓ Everything College ✓ CPS Advisory Framework ✓ Preventing college plans from melting away ✓ To & Through Project ✓ Redefining College & Career Readiness ✓ College Scorecard 	<ul style="list-style-type: none"> ✓ CPS College Persistence Toolkit ✓ Meaningful Linkages Between Summer Programs, Schools, and Community ✓ From HS to the Future (CCSR, 2004)
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

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Teachers have begun to reflect on instruction and seek opportunities for improvement and growth through peer observation, feedback from REACH both informal and formal. Teacher leaders are engaged in professional learning on student Agency & Authority. Weekly grade level meetings monitor the effectiveness of all professional development opportunities. Teachers and admin debrief and include working professional development in which teachers share best practices.

Guide for Instruction

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

- Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
- Provide targeted supports to individual students or groups of students based on their identified needs.
- Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
 - Monitor progress and check for understanding for individual students.
 - Change instructional practice based on analysis of current data.
 - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
 - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

Score

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Balanced Assessment & Grading is shared with teachers during weekly professional development. ILT and administrators monitor student data points toward mastery. Students and parents are given the grading policy at the beginning of the year (School Handbook) and on the school website. ILT progress monitor students academic progress frequently to evaluate the impact of interventions/enrichments. A balanced assessment system incorporates students individual learning plans in order to foster the mastery for all students. Interventions and Enrichments are embed in our daily MTSS schedule.

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	✓ SGRF 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
	3d. Using Assessment in Instruction
	4a. Reflecting on Teaching & Learning
CPS Performance Standards for School Leaders	4b. Maintaining Accurate Records
	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
✓	CPS Balanced Assessment Framework & Assessment Models
✓	Assessment Design Toolkit
✓	Teacher Made Assessment Basics
✓	Grading principals and guidelines
✓	Great Schools Partnership –Grading + Reporting

Multi-Tiered System of Supports:

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

Score

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MTSS is implemented in all grade levels to address the individual student instructional needs. It is designed based NWEA target skills and teacher skill sets. Students transition during an allotted time after core instruction to provide additional support both instructionally and socially. School receives professional development through CASEL (PATHS curriculum K-5). School utilize dashboard data weekly to provide support around areas of concerns,

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
	✓ Evidence of On Track monitoring and supports
Measures	✓ 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
CPS Performance Standards for School Leaders	3e. Demonstrating Flexibility and Responsiveness
	4b. Maintaining Accurate Records
	B3. MTSS Implemented Effectively in School

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

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Brunson's Foundation (Social/Emotional) teams drafted a parent behavior expectation policy shared with stakeholders at the beginning of school year. Expectations are in the school handbook and posted on the school website, posted on facebook, and shared on twitter. Administrators and ILT created a Pawsitive Behavior program created for social and emotional expectations which have a positive impact on student climate and culture. Teachers work together to provide student learning goals, develop personal learning plans, and set high expectations for learning. Development of multi-tiered support system for students' social emotional needs to reduce out of school suspensions and increase school attendance and student engagement. School-wide check-in system which provides each student with an adult to develop a positive relationship with.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
 - Use strategies to reinforce and cultivate student curiosity.
 - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
 - Consistently communicate the expectation that all students can achieve at high levels.
 - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**

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

Evidence, Measures, and Standards

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

Relational Trust:

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

Score

1 2 3 4

School administrators create a culturally responsive climate where students are able to create and implement proactive school-wide and classroom behavior management practice to maximize instructional time and build trusting relationships among students and staff. School SEL team publicize students who are on the Honor Roll, have perfect attendance, celebrate birthdays, and students participate in multi-cultural assemblies quarterly. Students contribute to the school mentoring program by serving as peer mediators, reading buddies, and/or complete community service projects. Teachers collaborate in ILT meetings, SEL team, and grade level professional development on a weekly or bi-weekly basis which they share data (NWEA, Attendance, Behavior, Mclass Data, MOY/BOY). Identified students participate in a check-in system with an adult advocate through our implementation of PBIS. All staff members have been trained on incorporating social emotional learning through PATHS and SEL activities.

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
 - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
 - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
 - Create opportunities for students to build positive relationships with peers.
 - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
 - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
 - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
 - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**

- Respect other teachers who take the lead in school improvement efforts.
- Respect colleagues who are experts at their craft.
- Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
- Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

Score

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

1 2 **3** 4

Students are given choices through participation in extracurricular activities, after-school programs such as Boys and Girls Club. Teachers create personal learning plans which target specified learning targets, and multi-tiered systems of support for academic and social emotional needs. Genius hour is embed in the weekly schedule, students are in engaged in activities of their choices, and given the opportunity to teach a skill they are proficient at. Middle school students are engaged in civil responsibility (Student Council).

Guide for Student Voice, Engagement, & Civic Life

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
- **Become informed voters and participants in the electoral process**
 - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
 - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
 - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
- **Engage in discussions about current and controversial issues.**
 - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
 - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
 - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
- **Explore their identities and beliefs**
 - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
 - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
 - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
- **Exercise student voice**
 - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
 - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
 - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
 - Authentically **interact with civics leaders**
 - Students learn about community, city, state, and national civic leaders and their roles in civil society.
 - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.
- **Engage with their community**
 - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause

- **Take informed action** where they work together to propose and advocate for solutions.
 - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
 - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
- Experience a **Schoolwide civics cultur**
 - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
 - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
 - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
 - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ▪ IJVNS Student Survey completion rates and results ▪ Artifact from student-run organizations and events (including SVCs) ▪ Meeting minutes/agendas that include student participation ▪ Policies regarding student engagement in decision making ▪ Service learning reports and/or reflections of SL projects ▪ Unit and curriculum maps, rubrics, assessment artifacts ▪ Evidence of student work ▪ Democracy School recognition
Measure	✓ 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 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D2. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HST Standards

Safety & Order:

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

Score

1 2 **3** 4

Students are given choices through participation in extracurricular activities, after-school programs such as Boys and Girls Club, and through our partnership with Chicago Cares, Communities In School, LEAP, B.A.M(Becoming A Man), Chicago Police Department(15th), Sit Stay Read, University of Illinois Chicago Nutrition, College Mentoring Experience, Westside Health Authority Parent Mentor Program. Teachers create personal learning plans which target specified learning targets, and multi-tiered systems of support for academic and social emotional needs.

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

Score

1 2 3 4

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

Developed and implemented a multi-tiered support system for students' behavioral and social emotional needs to reduce out of school suspensions and increase school attendance and student engagement. A positive proactive school-wide classroom behavioral management system was created to maximize instructional time and build trusting relationships. Buddy classrooms are established to offer an alternate method for correcting behaviors. Middle school students have been trained on restorative practice and serve as peer mediators. SEL teams meets bi-weekly to review school-wide behavior patterns, misconduct data, and develop strategies to restore and shape behavior. School counselor establish "lunch buddies", check-in/check-out system to target behavior.

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

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

Parent and Family Partnership:

Score

1 2 **3** 4

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

We have a non threatening and welcoming environment. The halls are clean and decorated with student work, photos, and PAWS highlighting student achievement. Parents are encouraged to volunteer in the classroom, attend field trips, and participate in LSC, PACs. We have an open line of communication with parents, community members. Information is shared via school website, facebook, and twitter pages. Parents are encouraged to sign up for parent portal to review student grades and level of academic achievement.

Guide for Parent and Family Partnership

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

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus \emptyset = Not of focus
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	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	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 Quality Teaching: Multi-Tiered System of Supports	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: 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
4	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 \emptyset

Goals

Required metrics (Elementary)

13 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					
Based on the current NWEA data and the new personalized learning cohorts being implemented, increased learner growth is projected.	85.00	81.00	81.00	83.00	85.00
National School Growth Percentile - Math					
Based on the NWEA trends and growth observed it is projected that we will see a decline in growth percentile as more learners achieve attainment.	99.00	88.00	88.00	88.00	85.00
% of Students Meeting/Exceeding National Ave Growth Norms					
Based on the personalized learning initiative we expect to see an increase in learners achieving /exceeding national average growth norms.	61.00	56.80	56.80	62.00	65.00
African-American Growth Percentile - Reading					
Based on NWEA data and the new personalized learning initiative we are expecting continued growth from our learners.	81.00	82.00	83.00	85.00	88.00
Hispanic Growth Percentile - Reading					
Currently we do not have a sufficient population for this data point.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
English Learner Growth Percentile - Reading					
Currently we do not have a sufficient population for this data point.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
Diverse Learner Growth Percentile - Reading					
Based on the NWEA trends and MTSS interventions, we will continue to see increased growth in our diverse learner population.	18.00	29.00	29.00	33.00	35.00
African-American Growth Percentile - Math					
Based on the NWEA data and growth observed, it is projected that we will see a decline in growth percentile as more of our learners achieve attainment.	99.00	88.00	88.00	88.00	85.00
Hispanic Growth Percentile - Math					
Currently we do not have a sufficient population for this data point.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
English Learner Growth Percentile - Math					
Currently we do not have a sufficient population for this data point.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
Diverse Learner Growth Percentile - Math					
Based on NWEA data and MTSS instruction we expect to see increased growth in our students.	93.00	58.00	88.00	63.00	70.00
National School Attainment Percentile - Reading (Grades 3-8)					

Based on NWEA data, growth percentile numbers, and personalized learning initiative we expect to see more learners achieving attainment.	27.00	31.00	31.00	45.00	50.00
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National School Attainment Percentile - Math (Grades 3-8)

Based on NWEA data, growth percentile numbers, and personalized learning initiative we expect to see more learners achieving attainment.	26.00	33.00	33.00	45.00	50.00
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National School Attainment Percentile - Reading (Grade 2)

Based on the MTSS and personalized learning initiative we expect to see more learners achieving attainment.	7.00	3.00	3.00	20.00	25.00
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National School Attainment Percentile - Math (Grade 2)

Based on the MTSS and personalized learning initiative we expect to see more learners achieving attainment.	7.00	2.00	2.00	20.00	25.00
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% of Students Making Sufficient Annual Progress on ACCESS

Currently we do not have a sufficient population for this data point.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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Average Daily Attendance Rate

Based on our SQRP and dashboard data we are expecting to maintain an increase in our learners attendance.	94.50	93.80	93.80	94.00	95.00
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My Voice, My School 5 Essentials Survey

We are well organized.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

0 of 0 complete

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

Strategy 1

If we do...

...then we see...

...which leads to...

implement Personalized Learning Curriculum, that is Learner Focused (distinct to individual learner needs, strengths and interests)

an increased development of agency in our learners empowered to understand their strengths, area of focus, and learning styles.

learners taking ownership of their learning by co-creating learning plans, unit plans and monitoring and reflecting on their learning process.

Tags:

Personalized Learning, Academic expectations, Culture for learning, Growth mindsets, Instructional groups, Learning plan, Progress monitoring, Aligned curriculum, Aligned scope and sequence, Personalized learning plans

Area(s) of focus:

1, 2, 4, 3

Action step

Responsible

Timeframe

Status

By the end of the school year 2017-2018, 50% teachers will be added to the Personalized Learning Team and will receive five professional development courses on Personalized Learning.

LEAP Champions, Personalized Learning /Blended Instructional Coach, Teachers

Apr 10, 2018 to Jun 20, 2018

On-Track

Personalized Learning, Professional development, Data analysis, Data driven instruction, Learner profile, Culture for learning, Facilitators, Professional learning communities

<p>ILT will review EOY student data results to identify target groups for 2018-2019 Place students in tiered -group according to RIT</p>	<p>ILT, Principal, Asst. Principal, Personalized Learning /Blended Instructional Coach</p>	<p>Jul 5, 2018 to Aug 31, 2018</p>	<p>Completed</p>
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Data, Data analysis, Personalized learning plan

<p>By the end of summer ILT /LEAP Champions will have created a protocol which gives specific expectations of instruction that is to take place during the Literacy and Math blocks</p>	<p>ILT, Principal, Asst. Principal, Personalized Learning /Blended Instructional Coach</p>	<p>Jul 5, 2018 to Aug 31, 2018</p>	<p>Completed</p>
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Differentiated instruction, Progress monitoring, Data analysis, Small group instruction, Analysis of data, progress monitoring, rit instruction, small group instruction, Agency, authority identity

<p>By the Fall 2018, Teachers will administer interest surveys to assess students learning style.</p>	<p>Teachers, Personalized Learning /Blended Instructional Coach LEAP Champion,</p>	<p>Sep 4, 2018 to Sep 28, 2018</p>	<p>On-Track</p>
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Data analysis, Student interest, Learning styles, Learner profile

<p>By the Fall 2018, the Personalized Learning Team will co-create learning plans with learners.</p>	<p>Personalized Learning /Blended Instructional Coach, Personalized Learning Team</p>	<p>Sep 4, 2018 to Oct 31, 2018</p>	<p>On-Track</p>
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Personalized Learning, Culture for learning, Personalized learning plan, Analysis of data, Baseline data

<p>By the Fall of 2018, all teachers will use Lexia, Skills Navigator, IXL, Mastery Connect and teacher created assessments to assess mastery of personalized learning plans aligned with CCSS</p>	<p>Teachers, LEAP Champions, Personalized Learning /Blended Instructional Coach</p>	<p>Sep 4, 2018 to Jun 21, 2019</p>	<p>On-Track</p>
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Differentiated instruction, Academic expectations, Academic rigor, Analysis of data, progress monitoring, rit instruction, small group instruction, Personalized learning plan

<p>By the Fall 2018, a Personalized Learning Instructional Coach position will be added to progress monitor and scaffold teachers in implementation of Personalized Learning</p>	<p>Principal, Asst. Principal Personalized Learning /Blended Instructional Coach</p>	<p>Sep 4, 2018 to Sep 28, 2018</p>	<p>Completed</p>
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Personalized Learning, Progress monitoring, Culture for learning, Scaffolding

<p>For the 2018-2019 school year, the Personalized Learning Instructional Coach will facilitate professional development focused on best practices for implementing Personalized Learning.</p>	<p>Personalized Learning /Blended Instructional Coach Teachers</p>	<p>Sep 4, 2018 to Jun 21, 2019</p>	<p>On-Track</p>
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Personalized Learning, Professional development, Culture for learning, Professional learning community

Strategy 2

If we do...

Create a professional learning community focused on creating learning opportunities to address the following questions:

1. What do we want each student to learn?
2. How will we know when each learner has achieved mastery?
3. How will we respond when a learner experiences difficulty/success in learning?

...then we see...

1. Strategic planning and implementation of instruction.
2. Focused and targeted interventions will be used for all students based on their personal learning profiles.
3. Teachers using students's data to scaffold student understanding.
4. Established teacher peer observations rubric to guide instructional decisions.

...which leads to...

Increased learner growth and attainment as evidenced by the results of the NWEA Spring 2019 reading and math assessment.

Tags:

Grade level meetings, Balanced grading and assessment, Professional learning plan, Collaborative teachers, Professional learning cycles

Area(s) of focus:

2, 3

Action step

Responsible

Timeframe

Status

Focused grade level meetings in order to promote strategic, differentiated, and engaging lessons.

ILT, Teachers, Principal, Assistant Principal

Sep 4, 2018 to Jun 21, 2019

On-Track

Lesson plans, Grade level meetings, Grade level teams, Unit plans, Student work menus, Learner profiles, Meeting agendas

Personalized Learning Instructional Coach position will be added to progress monitor and scaffold teachers in implementation of Personalized Learning

Principal, Assistant Principal

Sep 4, 2018 to Sep 28, 2018

Completed

Personalized Learning, Professional development, Progress monitoring, Coaching support, Scaffolding

Create Professional Learning communities with cohort teachers in which learning plans, assessments and their alignment with CCSS are evaluated

Principal, Assistant Principal, Personalized Learning Coach, Teachers

Nov 1, 2018 to Jun 21, 2019

Not started

Teacher collaboration, Professional learning community, Learning plan, Assessment review, Ccss alignment

Quarterly Peer observations focused on instructional strategies and alignment with CCSS.

Teachers

Sep 4, 2018 to Jun 21, 2019

Not started

Task analysis, Peer observation, Instruction strategy, Ccss alignment

Monitor and track learner mastery of NWEA skills

Personalized Learning Coach, Teachers

Nov 1, 2018 to Jun 21, 2019

On-Track

Progress monitoring, Data tracking, Skills assessment, Skill mastery, Nwea data, Nwea growth

Monitor and track EdTech usage among students including but not limited to LexiaCore5.

Teachers, Personalized Learning Coach

Oct 1, 2018 to Jun 21, 2019

On-Track

Personalized Learning, Skill mastery, Lexiacore5, Edtech programs

Strategy 3

If we do...

...then we see...

...which leads to...

focus on intentional small group instruction using the instructional ladder lesson plans and implement monthly data inquiry cycles in grade level to analyze student work samples, progress monitor Ed Tech Tools (IXL, LEXIA, Map Skills, Khan Academy), conduct peer observations to review feedback to develop teacher leaders.

learners engaging naturally in small group and independent learning activities to assist in progressing to meet their target goals and teachers implementing a data driven curriculum that is rigorous and common core aligned.

learners progressing meaningfully through curriculum and displaying mastery of skills and an increase in student growth.

Tags:

MTSS, Curriculum Design, Student engagement, Student achievement, Small group instruction, Rigorous task, Interventions and supports, Skill mastery, Real world application

Area(s) of focus:

1, 2, 3

Action step

Responsible

Timeframe

Status

Teachers will move towards an increase in their role as facilitators for learner led activities and engagement in project based learning.

Teachers, Personalized learning teachers/champions, grade level teams

Oct 1, 2018 to Jun 20, 2019

Behind

Personalized Learning, Project based learning, Facilitators, Learner led activities

There will be an increase in learner agency, learner ownership of their work through self monitoring practices, and advocacy for their skill deficiencies as depicted in their competency based curriculum.

Teachers

Nov 5, 2018 to Jun 18, 2019

On-Track

Learner led, Skill focus, Student agency, Competency based, Self monitoring, Learner ownership

Teacher Leaders, LEAP Champions, and other stakeholders will continue to attend Summit Meetings and LEAP Professional Development in order to continue to grow and develop best practices in curriculum development to share and apply to the classroom environment.

Administration, PL Champions, Summit Teacher Leads, Teachers

Sep 4, 2018 to Jun 20, 2019

On-Track

Curriculum, Academic achievement, Academic growth, Aligned curriculum, Cps summits

Personalized Learning Coach will conduct Instructional Rounds focusing on the academic tasks and learner performance

Personalized Learning Coach

Sep 4, 2018 to Jun 21, 2019

On-Track

Instructional Coaching, Personalized Learning, Dok, Performance tasks, Data analysis, Data driven instruction, Learning round, Ccss alignment, Unpacking standards

Teacher teams will collaborate to analyze tasks to determine it's DOK level and common core alignment.

ISL, Principal, Asst. Principal

Apr 1, 2018 to Jun 21, 2019

On-Track

Grade level meetings, Dok stems, Ccss alignment, Learner tasks

Teachers will collaborate to create assessments with real world applications

Grade Level Teams, Teachers, Personalized Learning Coach

Oct 1, 2018 to Jun 21, 2019

On-Track

Student engagement, Performance tasks, Assessment design, Grade level teams, Real world application, Ccss alignment

Strategy 4

If we do...

...then we see...

...which leads to...

develop balanced assessments and grading

learners self monitoring their progression

learners achieving personal growth goals.

rubrics corresponding to where learners are in their personalized learning plans

towards skill mastery

Tags:

Rubrics, Skill mastery, Balanced assessment and grading, Personalized learning plans, Personal growth goals

Area(s) of focus:

2, 3, 4

Action step	Responsible	Timeframe	Status
Personalized learning champions as well as personalized learning trained teachers will assist other staff members with achieving balanced grading and assessments.	Personalized learning champions, personalized learning teachers, grade level leaders	Sep 4, 2018 to Jun 21, 2019	Behind

Personalized Learning, Aspen, Balanced assessment and grading

Monitor ASPEN/Gradebook and provide feedback to teachers	Principal, Asst. Principal, Personalized Learning Coach	Sep 10, 2018 to Jun 20, 2019	On-Track
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Feedback, Gradebook, Balanced grading and assessment, Monitor, Learning goals

co-create learning plans with learners and conference to discuss learner progress towards mastery	Teachers	Nov 1, 2018 to Jun 20, 2019	On-Track
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Progress monitoring, Teacher-student conference, Learner agency, Skill mastery, Co-design, Learner profiles

Action Plan

Strategy 1

COMPLETED ILT will review EOY student data results to identify target groups for 2018-2019 Place students in tiered -group according to RIT"
 Jul 05, 2018 to Aug 31, 2018 - ILT, Principal, Asst. Principal, Personalized Learning /Blended Instructional Coach

Status history



COMPLETED May 08, 2018
Evidence
 School-wide MTSS tiered instruction google sheets

COMPLETED
 By the end of summer ILT /LEAP Champions will have created a protocol which gives specific expectations of instruction that is to take place during the Literacy and Math blocks"
 Jul 05, 2018 to Aug 31, 2018 - ILT, Principal, Asst. Principal, Personalized Learning /Blended Instructional Coach

Status history



COMPLETED May 08, 2018
Evidence
 MTSS Tiered Placement Rubric

ON-TRACK

By the Fall of 2018, all teachers will use Lexia, Skills Navigator, IXL, Mastery Connect and teacher created assessments to assess mastery of personalized learning plans aligned with CCSS"

Sep 04, 2018 to Jun 21, 2019 - Teachers, LEAP Champions, Personalized Learning /Blended Instructional Coach

Status history



May 8

ON-TRACK

May 08, 2018

Evidence

Student will demonstrate 90 % usage on Lexia, Map Skills, IXL, Mastery Connect and teacher created assessments

ON-TRACK

By the Fall 2018, Teachers will administer interest surveys to assess students learning style."

Sep 04, 2018 to Sep 28, 2018 - Teachers, Personalized Learning /Blended Instructional Coach LEAP Champion,

Status history



May 8

ON-TRACK

May 08, 2018

Evidence

Learner profiles in data folders

ON-TRACK

By the end of the school year 2017-2018, 50% teachers will be added to the Personalized Learning Team and will receive five professional development courses on Personalized Learning."

Apr 10, 2018 to Jun 20, 2018 - LEAP Champions, Personalized Learning /Blended Instructional Coach, Teachers

Status history



May 8

ON-TRACK

May 08, 2018

Evidence

Personalized Learning Team meeting agenda and sign-in sheet.

ON-TRACK

For the 2018-2019 school year, the Personalized Learning Instructional Coach will facilitate professional development focused on best practices for implementing Personalized Learning."

Sep 04, 2018 to Jun 21, 2019 - Personalized Learning /Blended Instructional Coach Teachers

Status history



May 8

ON-TRACK

May 08, 2018

Evidence

Professional Development Meeting agendas and sign in sheets.

COMPLETED

By the Fall 2018, a Personalized Learning Instructional Coach position will be added to progress monitor and scaffold teachers in implementation of Personalized Learning"

Sep 04, 2018 to Sep 28, 2018 - Principal, Asst. Principal Personalized Learning /Blended Instructional Coach

Status history



May 8

COMPLETED

May 08, 2018
Evidence
Staff roster

ON-TRACK

By the Fall 2018, the Personalized Learning Team will co-create learning plans with learners."

Sep 04, 2018 to Oct 31, 2018 - Personalized Learning /Blended Instructional Coach, Personalized Learning Team

Status history



ON-TRACK

May 08, 2018
Evidence
Learner data folders

Strategy 2

ON-TRACK

Focused grade level meetings in order to promote strategic, differentiated, and engaging lessons."

Sep 04, 2018 to Jun 21, 2019 - ILT, Teachers, Principal, Assistant Principal

Status history



ON-TRACK

May 08, 2018
Evidence
Grade level agendas, student work samples, learner profiles/student menus, lesson/unit plans

COMPLETED

Personalized Learning Instructional Coach position will be added to progress monitor and scaffold teachers in implementation of Personalized Learning"

Sep 04, 2018 to Sep 28, 2018 - Principal, Assistant Principal

Status history



COMPLETED

May 08, 2018
Evidence
Staff roster

NOT STARTED

Create Professional Learning communities with cohort teachers in which learning plans, assessments and their alignment with CCSS are evaluated"

Nov 01, 2018 to Jun 21, 2019 - Principal, Assistant Principal, Personalized Learning Coach, Teachers

Status history



NOT STARTED

May 08, 2018
Evidence
Professional Learning Community Agendas

NOT STARTED

Quarterly Peer observations focused on instructional strategies and alignment with CCSS."

Sep 04, 2018 to Jun 21, 2019 - Teachers

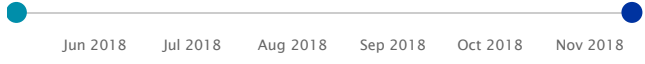
Status history



NOT STARTED May 08, 2018
Evidence
Peer observation feedback forms

ON-TRACK Monitor and track learner mastery of NWEA skills"
Nov 01, 2018 to Jun 21, 2019 - Personalized Learning Coach, Teachers

Status history

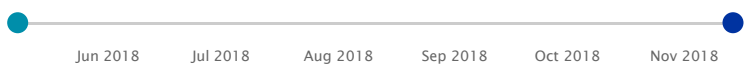


ON-TRACK Nov 14, 2018
Evidence

NOT STARTED May 08, 2018
Evidence
Learner Tracking Sheet, NWEA Map Skills dashboard

ON-TRACK Monitor and track EdTech usage among students including but not limited to LexiaCore5."
Oct 01, 2018 to Jun 21, 2019 - Teachers, Personalized Learning Coach

Status history



ON-TRACK Nov 14, 2018
Evidence

NOT STARTED May 08, 2018
Evidence
Learner Tracking Sheet, MyLexia.com web page.

Strategy 3

BEHIND Teachers will move towards an increase in their role as facilitators for learner led activities and engagement in project based learning."
Oct 01, 2018 to Jun 20, 2019 - Teachers, Personalized learning teachers/champions, grade level teams

Status history



BEHIND Nov 14, 2018
Problem
Root Cause
Next steps

NOT STARTED May 08, 2018
Evidence
Observations, Work samples/Projects Choice Menus, Co-created Learning Plans

ON-TRACK There will be an increase in learner agency, learner ownership of their work through self monitoring practices, and advocacy for their skill deficiencies as depicted in their competency based curriculum."

Nov 05, 2018 to Jun 18, 2019 - Teachers

Status history



ON-TRACK Nov 14, 2018
Evidence
Instructional ladders

NOT STARTED May 08, 2018
Evidence
Lesson Plans, Student Work Samples, Student Choice Menus

ON-TRACK
Teacher Leaders, LEAP Champions, and other stakeholders will continue to attend Summit Meetings and LEAP Professional Development in order to continue to grow and develop best practices in curriculum development to share and apply to the classroom environment."

Sep 04, 2018 to Jun 20, 2019 - Administration, PL Champions, Summit Teacher Leads, Teachers

Status history



ON-TRACK May 08, 2018
Evidence
Brunson Summit Notecatcher, Agendas, lesson/unit plans, student work samples, classroom peer observations

ON-TRACK Personalized Learning Coach will conduct Instructional Rounds focusing on the academic tasks and learner' performance"
Sep 04, 2018 to Jun 21, 2019 - Personalized Learning Coach

Status history



ON-TRACK May 08, 2018
Evidence
Instructional Round Feedback sheets

ON-TRACK Teacher teams will collaborate to analyze tasks to determine it's DOK level and common core alignment."
Apr 01, 2018 to Jun 21, 2019 - ISL, Principal, Asst. Principal

Status history



ON-TRACK May 08, 2018
Evidence
Grade level meeting agendas, student work folders

ON-TRACK Teachers will collaborate to create assessments with real world applications"
Oct 01, 2018 to Jun 21, 2019 - Grade Level Teams, Teachers, Personalized Learning Coach

Status history



ON-TRACK May 08, 2018
Evidence
Assessment data, grade level meeting agendas, student work folders

Strategy 4

BEHIND
Personalized learning champions as well as personalized learning trained teachers will assist other staff members with achieving balanced grading and assessments."

Status history



BEHIND Nov 14, 2018
Problem
Root Cause
Next steps

NOT STARTED May 08, 2018
Evidence
ASPEN gradebook, assessments

ON-TRACK Monitor ASPEN/Gradebook and provide feedback to teachers"
Sep 10, 2018 to Jun 20, 2019 - Principal, Asst. Principal, Personalized Learning Coach

Status history



ON-TRACK May 08, 2018
Evidence
ASPEN monitoring, Feedback sheet

ON-TRACK co-create learning plans with learners and conference to discuss learner progress towards mastery"
Nov 01, 2018 to Jun 20, 2019 - Teachers

Status history



ON-TRACK Nov 14, 2018
Evidence

NOT STARTED May 08, 2018
Evidence
Mastery Tracking Sheet

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.

Milton Brunson takes a proactive approach to fostering collaboration with parents. We utilize the school's website, Facebook, twitter page to invite parents to attend school-wide meetings. Brunson invites parents to join the Parent Advisory Council (PAC). The PAC and Local School Council meet monthly to provide up to date budget and school information. Flyers are also posted on school doors, and information is available on parent table and the parent room in Room 104.

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

The title 1 Annual meeting will be September 27, 2018. The Title 1 PAC organizational meeting will be held one week from the annual Title 1 meeting on October 4, 2018. Brunson will use various methods of communication to inform parents of meetings throughout the school year. Notices will be posted in the school's main entrance, office, and parent engagement center 48 hours in advance. Notification will also be posted on all Brunson social media outlets.

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

The school will respond within 10 school days in writing to individual parent suggestions. Parent survey forms are located in the main office and the school website. Updates of suggestions will be shared at PAC meetings, LSC meetings.

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

Parents/Guardians will receive copies of individual student results of state assessments (math, language arts, and reading) as soon as they are made available. Results will be distributed to students to take home.

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

Parents will receive timely notice based on guidelines set forth by CPS and the State Board of Education.

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.

Brunson will provide assistance to parents of children served by our school, as appropriate, in the understanding of topics: state's student academic achievement standards, the state and local academic assessments including alternate assessments; the requirements of Title 1, Part A; how to monitor their child's progress; and how to work with educators.

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.

The staff at Brunson is committed to involving our parents in numerous activities that will keep them involved and improve academic achievement. This will be accomplished by: parent teacher conference days, curriculum nights, literacy and math parent workshops, newsletters to parents, assessment results being shared in a timely manner, access to parent room and use of technology.

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.

Staff will be professional development on communicating with parents, form partnerships through beginning of school year training days. In addition, staff will receive follow up training at weekly 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.

Brunson will, to the extent feasible and appropriate, coordinate parental involvement programs and activities to aid in the transition to kindergarten. Staff will attend appropriate transitional meetings, invite parents to attend LSC and PAC meetings, family night, and hold informative meetings during report card pick up.

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.

Brunson communications will be sent to the parents in both English and Spanish. All communication sent home will also be posted on the school's website & social media pages. The school will make attempts to provide written and oral communications to parents who speak a language other than English or Spanish when appropriate.

Policy Implementation Activities

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

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

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

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

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

n/a

School-Parent Compact

Complete

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

The mission of Milton Brunson Math & Science Specialty School is to strive to continually be the best at nurturing and developing our students' capabilities in all aspects of life. The vision of Milton Brunson is to provide a nurturing, safe, and stimulating learning environment where all children (Gen Ed, EL, and Diverse Learners), will achieve their fullest potential and become productive members of society.

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.

Brunson will hold parent teacher conferences during Report Card Distribution Day (CPS schedule), held the first and third marking period. 3rd, 6th, and 8th grade teachers, administration, counselor will meet with parents to review promotion policy and graduation requirements. Conferences for students at risk will be held when needed.

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

Brunson will provide parents with progress reports every five weeks. Reports will include grades, assessment data, and additional student reports. Parents are also highly encouraged to obtain access to Parent Portal to have immediate access to grades.

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

Parents will have access to staff through various mode of communication (email, school website). Parents are encouraged to schedule conference before school, after-school, or the teacher availability.

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 encouraged to complete the CPS volunteer application for approval. Parents are encouraged to volunteer during the school day, after-school or field trips. Parents assignment is determined by the volunteer coordinator. Parents may also schedule a day with classroom teacher and principal approval. CPS Policy will be followed for all volunteer and classroom observation opportunities.

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

Parents will support their children's learning by: monitoring parent portal for grades (homework completion), monitor attendance (send students to school on time daily); establish routines to support their children success in school: appropriate bed time, monitor attendance, homework completion.

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

Parents are encouraged to join Parent Advisory Council (PAC), attend Annual Title 1 meeting, and monthly LSC meetings. The Local School Council invites parents to attend monthly meetings to keep them informed of school- wide events and school-wide data.

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).

We believe that students share the responsibility to improve academic achievement and achieve the State's high standards. Students can accomplish this by: attending school regularly and arrive on time, complete classwork and homework assignments, follow CPS student code of conduct. Students are also required to follow the school-wide positive behavior support system.

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.

Provide opportunities to parents in learning and developing skills that will support their relationships with their child and their child's school. Conduct workshops on practices that will assist parents in providing an effective home environment, acquire new skills, and introduce community resources.

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

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 1015 .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 751 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 776 .00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order	\$ 400 .00

after service is rendered (NO CHECKS ARE ALLOWED)

54505 **Admission and Registration Fees, Subscriptions and memberships** \$ 475 .00
For Parents use only.

<p>54205</p>**Travel** \$ 500 .00
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.

<p>54565</p>**Reimbursements** \$ 200 .00
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.

<p>53510</p>**Postage** \$ Amount .00
Must be used for parent and family engagement programs only.

53306 **Software** \$ Amount .00
Must be educational and for parent use only.

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