Joseph Lovett Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
04/19/2018	Cain, Allen, Wells, McWade, Trowers, Defell	School Excellence Framework Analysis
04/24/2018	Cain, Allen, Wells, McWade,Trowers, Defell, Moody	School Excellence Analysis and Priority

05/14/2018	Cain, Allen, Wells, McWade, Defell, Moody	Strategy Development and Action Steps
07/19/2018	Cain, Allen, Wells, McWade, Trowers, Harris, Moody, Bullock	Action Steps/ Data Analysis

School Excellence Framework

Culture of & Structure for Continuous Improvement   4 of 4 complete

Leadership & Collective Responsibility:

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.

Score

1   2   **3**   4

> -Team assessed that their was a clear direction and shared vision that was implemented and that most staff members were committed to the success of all students in the entire school.
> -All school community members articulate the shared vision to all stakeholders
> -The team also felt that the staff had flexibility in focusing and prioritizing what matters most.
> -There is a need to focus on building more shared leadership structures and opportunities for others to feel empowered to develop their craft.

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
    - Consider the demographics of the school community in developing a shared vision.
    - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
    - Consistently use informal and formal opportunities to champion and articulate the vision.
    - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
    - Ensure the school's identity, vision, and mission drive school decisions.
    - Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
    - Build shared leadership structures and opportunities for job-embedded leadership training and development.
    - Capitalize on the leadership skills of others.
    - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
    - Master skills associated with large-scale strategic planning processes and implementation of such plans.
    - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
    - Model ambitious goals for teaching and learning for all students, including priority groups.
    - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
    - Buffer staff from external distractions to the school's priorities and goals.
    - Limit school improvement goals to a few high leverage activities.
    - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1   2   **3**   4

-The ILT is now composed of a group of teachers that represent each POD.
-The ILT focused on shared leadership,consistently used protocols and data to evaluate school effectiveness and progress.
-A focus on building the capacity of teacher teams to lead cycle of inquirty would increase the fidelity to which they are being used.

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

Professional Learning:

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

Score

1   2   **3**   4

-The team assessed that we use Grade-level meetings on Thursday to analyze data and share out on best practices from professional learning.
-Teachers have 1 common planning period per day in addition to their lunch
-Teacher teams also meet to discuss POD issues, new ideas, and teaching strategies
- The team also assessed that the ongoing, professional learning such as coaching, peer observations, and structured time to collaborate and learn together could be more consistent

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

Aligned Resources:

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

Score

1   2   3   **4**

-The team assessed that the scheduling is intentional and used to maximize instructional time
-Many pilots have been implemented to ensure that programs purchased oare effective, informative, and engage students where they are.
-There are a team of teachers who have participated in the LEAP innovations Pilot Network, LEAP Next generation Breakthrough Schools training.
-The school also has partnered with other organizations such as CITY YEAR and Universities to maximize student reach and differentiation to close achievement gaps

Guide for Aligned Resources

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

Evidence, Measures, and Standards

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

✓ Aligning Resources with Priorities: Focusing on What Matters Most
✓ Instructional Supports
✓ Strategic Source Vendor List
✓ CPS Instructional Time Guidelines: Elementary School Overview
✓ CPS Instructional Time Guidelines: High School Overview
✓ CPS Instructional Block Guidance: K-2 Literacy
✓ CPS Instructional Block Toolkits: Math

Curriculum:

Score

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

1   2   **3**   4

> -Most Teachers follow content frameworks and have worked to develop a scope and sequence
> -Teachers use lesson plans to address enduring understandings
> -Middle school uses a common planning document
> -Teachers share planning documents and work collaboratively to develop units of learning
> -More consistent teaching of SEL skills both implicitly and explicitly need to be taught.
> -

Guide for Curriculum

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	

- ✓ CPS Content Frameworks: Math, Science, Social Science, and Literacy
- ✓ CPS Literacy Scope and Sequence
- ✓ CPS Math Scope and Sequence Guidance
- ✓ Digital Citizenship Curriculum
- ✓ K-12 Financial Literacy Guide
- ✓ Personal Finance 3.0 Course
- ✓ Physical Education Scope & Sequence
- ✓ Health Education Scope & Sequence
- ✓ Interdisciplinary African & African American Studies Curriculum
- ✓ Interdisciplinary Latino and Latin American Studies Curriculum

Instructional Materials:

Score

1   2   3   **4**

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)

-The team assessed there are an abundance of instructional materials including learning technology that not only aligns but meet students where they are
-Teachers provide a range of high-quality and standards aligned instructional materials
General education and diverse learner teachers collaborate on a consistent bases across pods to ensure that all student's needs are being met.
-The needs of the students at different performance levels are met by using a variety of instructional materials that meet students were they are and extend the learning.
- There is mostly a big push on student choice along with embedded tools that help ensure that students are able to incorporate their demonstration of understanding in multi-levels.
-The varied instructional materials are available for all students and teachers and technology is integral to students learning experiences as a whole.

Guide for Instructional Materials

Instructional materials (including technology) are…..

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ 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	
	✓ Universal Design for Learning Guidelines 2.0 ✓ UDL PD Modules ✓ CPS Integrated Library System (S.O.A.R.)

Rigorous Student Tasks:

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

Score

1 **2** 3 4

-The team assessed that all teachers believe that all students can learn but work needs to be done to address the rigor of the tasks assigned school-wide.
-Tasks should consistently reflect the key shifts in literacy and/or math.
-Teachers align tasks with standards based learning objectives but should consistently reflect on the cognitive demand of the tasks assigned.

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

Transitions, College & Career Access & Persistence:

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

Score

1 **2** 3 4

-Lovett still hosts a High school fair each year for 8th grade students
-A stronger focus on the use of naviance to create pathways for college and career readiness would be beneficial
-Students could benefit from Algebra courses
-A stronger focus on tying student's current progress to GPA, High Selection, College and Career would help students be more intentional in goal-setting
-Lovett teachers along with the counselor host a career day every year to expose students to different occupations.

Guide for Transitions, College & Career Access & Persistence

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

✓ Everything College
✓ CPS Advisory Framework
✓ Preventing college plans from melting away
✓ To & Through Project
✓ Redefining College & Career Readiness
✓ College Scorecard

✓ CPS College Persistence Toolkit
✓ Meaningful Linkages Between Summer Programs, Schools, and Community
✓ From HS to the Future (CCSR, 2006)

CPS SCHOOL EXCELLENCE FRAMEWORK   17

Instruction:

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

Score

1   2   **3**   4

-The team assessed that during instruction, teachers effectively communicate with students and do a great job of engaging students in learning as evidenced by scaffolding, the embedded supports based on student needs and the adjustments of lessons based on misunderstandings and/or needs.
- Teachers typically use a variety of low-and high-level open-ended and developmentally appropriate questions to challenge students
-Teachers require students to cite textual evidence to support/develop a claim
-Teachers are generally responsive to the data and use it to inform instructional practices.
-A stronger focus needs to be made to transfer ownership from teacher to students consistently with a significant focus on the use of questioning and discussion techniques to deepen student's understanding

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

Balanced Assessment & Grading:

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

Score

1 **2** 3 4

-Teachers work together on building common assessments within the grade level team but could benefit from vertical planning
-Teachers use common protocols and calibrate on scoring and grading in teacher teams.
-A system is needed to assist in analyzing quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and meet the varied needs of our students.
-Teachers would benefit from more training on assessment literacy and need to work to make assessments accessible to all students including DL and EL students.

Guide for Balanced Assessment & Grading
- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS* and *Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of** universal design **and use of accommodations and, where needed, modifications.**
  - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
	✓ CPS Balanced Assessment Framework & Assessment Models ✓ Assessment Design Toolkit ✓ Teacher Made Assessment Basics ✓ Grading principals and guidelines ✓ Great Schools Partnership --Grading + Reporting

Multi-Tiered System of Supports:

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

Score

1 **2** 3 4

-The team assessed that more structures are needed in providing universal SEL instruction school wide for all students
-Classrooms are student-centered with a focus on student agency
-Students have the opportunity to advance upon remonstrating mastery
-The use of student profiles including strengths, needs, motivations,and outlines should be used school-wide
- An intentional focus needs to be made on the use of personal learning plans with goals and strategies for tier 2 and tier 3 students as well as working as teams of teachers to monitor and plan targeted student support for both instructional strategies and SEL support for all students.
-Teachers should work to ensure that grades are not used as a form of punishment, control, or compliance but instead as information about student needs and progression across standards.

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 3e. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

Expectations for Quality & Character of School Life   6 of 6 complete

Culture for Learning:

Score
1   2   **3**   4

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

-The team assessed that the culture embodies a shared belief among all stakeholders regarding the belief in the importance of learning and hard work.
-Continue to display school-wide expectations for academic and personal success throughout the building
-Set high expectations for students according to grade-appropriate learning objectives and habits of mind
-Recognize high levels of student achievement and celebrate student successes.
-Ensure students feel safe to share misunderstandings and struggles
-Build students' growth mindsets and help them develop grit and perseverance when faced with challenges academically and socially.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

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

Relational Trust:

Score

1 2 **3** 4

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.

-Respect other teachers who take the lead in school improvement efforts and colleagues who are experts at their craft.
-There is relational trust among staff and students do feel connected to at least one adult in the building
-The culture and climate would benefit from fostering a more supportive, caring and respectful exchange between staff and students building wide.
-The climate would also benefit from more structures around positive behavior specifically around peers.
-Personal regard comes from extending our reach beyond the listed requirements of the job or contract.

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
  - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
  - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
  - Create opportunities for students to build positive relationships with peers.

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

Score

1 **2** 3 4

-Most classrooms provide opportunities for students to engage in discussions about current issues to help them explore their identities and beliefs.
-There is a need for more programming and structures to help students exercise student voice and advocate for themselves in a respectful way.
-Students also need more opportunities to study government, politics, and take informed action within their community based on the issues that matter to them.
-Student needs, interest, and input are solicited for student programming
-Students need opportunities to choose issues of concern, research topics relevant to them, and develop their plan to address them.

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 Evidences	• MVMS Student Survey completion rates and results • Artifacts from student-run organizations and events (including SVCs) • Meeting minutes/agendas that include student participation • Policies regarding student engagement in decision making • Service learning reports and/or reflections of SL projects • Unit and curriculum maps, rubrics, assessment artifacts • Evidence of student work • Democracy School recognition
Measures	✓ Five Essentials – 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	D3. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HST Standards

Safety & Order:

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

Score

1 **2** 3 4

-We need to orchestrate the environment so students contribute to the management of classroom routines
-Most students feel safe school-wide but a greater amount of students express anxiety when moving to the middle school building.
-More structures are needed to emphasize proactive and restorative approaches to student behaviors, and around managing transitions while maintaining expectations.
-A clear process for differentiating between classroom management, discipline, and office referrals are needed.

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

and procedures. (See Restorative Approaches to Discipline)
- Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
  - **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

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.

-Clear, positively stated expectations are posted but not consistently referred to or modeled
-Create routines and procedures central to the learning environment should be modeled and students should be offered feedback on implementation
-Families should be engaged as partners and contacted for positive and negative behaviors
-Respond to behavior to address the cause, reteach expectations, build social emotional skills,and repair the relationships consistently

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

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.

-Respond to families' concerns and request for information professionally and in a timely manner providing resources and solutions to address their concerns
-Include parents in the conversation regarding grade level standards and expectations with clear descriptions of where the students fall in the continuum.
-Promote the use of Parent portal and parent university to connect and engage with parents in the school
-Improve connections and outreach for parents of English learners
-Participate in outreach for excessive absences and or tardies outside of the office.

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

School Excellence Framework Priorities

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

Goals

Required metrics (Elementary)   18 of 18 complete

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

National School Growth Percentile - Reading

These goals are based the implementation of a balanced literacy approach to the workshop model. Our students have experienced some loss this year due to teacher vacancies so the expectation is that with a fully staffed middle school, we should resume our trend upward in the areas of growth to remain in the 90 percentile and then build back up to the 95th percentile in SY 20.	98.00	88.00	99.00	71.00	75.00

National School Growth Percentile - Math

These goals are based the implementation of a balanced math approach to the workshop model. Our students have experienced some loss this year due to teacher vacancies so the expectation is that with a fully staffed middle school, we should resume our trend upward in the areas of growth to remain in the 90 percentile and then build back up to the 95th percentile in SY 20.	98.00	88.00	99.00	70.00	75.00

% of Students Meeting/Exceeding National Ave Growth Norms

We anticipate a 5 to 7 % dip in students meeting and exceeding their targets due to the transient staff that is not the norm for our school. We have also acknowledged that it is becoming increasingly difficult to grow students now that we are at a higher level of attainment. It is for this reason, we are focusing on differentiating, personalized learning, and increasing the rigor of tasks for students that are already at grade level. With these things in place, we expect that our percent of students meeting and exceeding growth norms, will rebound about 5% the following year after the initial dip.	67.50	63.00	73.00	70.00	75.00

African-American Growth Percentile - Reading

These goals are based the implementation of a balanced literacy approach to the workshop model. Our students have experienced some loss this year due to teacher vacancies so the expectation is that with a fully staffed middle school, we should resume our trend upward in the areas of growth to remain in the 90 percentile and then build back up to the 95th percentile in SY 20.a result of the strategies put into place, we are expecting a	98.00	87.00	99.00	71.00	80.00

Hispanic Growth Percentile - Reading

Our bilingual population is growing and while they are receiving services, we are looking for a more structured way to ensure that their minutes are being met. We will do more creative scheduling with our bilingual teacher to ensure that the students that need her most will receive her on a more consistent basis as well as secure one more teacher to go through the bilingual endorsement within the next two years.	(Blank)	(Blank)	70.00	75.00	77.00

English Learner Growth Percentile - Reading

Our bilingual population is growing and while they are receiving services, we are looking for a more structured way to ensure that their minutes are being met. We will do more creative scheduling with our bilingual teacher to ensure that the students that need her most will receive her on a more consistent basis as well as secure one more teacher to go through the bilingual endorsement within the next two years.	(Blank)	(Blank)	70.00	75.00	80.00

Diverse Learner Growth Percentile - Reading

Our diverse learner students have also been the receivers of a transient staff. We will use SY18 data as baseline to ensure that students are receiving the appropriate amount of minutes. Also through personalized learning, we will continue to use the push-in model for the staff and transition one staff member to middle school building to ease the reaction to change from DL students. This should aid them in transitioning smoother to middle school and allow us to keep the steady growth of 5 to 10 points within the next two years.	99.00	70.00	99.00	71.00	75.00

African-American Growth Percentile - Math

These goals are based the implementation of a balanced math approach to the workshop model. Our students have experienced some loss this year due to teacher vacancies so the expectation is that with a fully staffed middle school, we should resume our trend upward in the areas of growth to remain in the 90 percentile and then build back up to the 95th percentile in SY 20.	98.00	83.00	99.00	70.00	75.00

Hispanic Growth Percentile - Math

These goals are basedOur bilingual population is growing and while they are receiving services, we are looking for a more structured way to ensure that their minutes are being met. We will do more creative scheduling with our bilingual teacher to ensure that the students that need her most will receive her on a more consistent basis as well as secure one more teacher to go through the bilingual endorsement within the next two years. on historical performance and on anticipated strategies.	(Blank)	(Blank)	70.00	70.00	75.00

English Learner Growth Percentile - Math

Our bilingual population is growing and while they are receiving services, we are looking for a more structured way to ensure that their minutes are being met. We will do more creative scheduling with our bilingual teacher to ensure that the students that need her most will receive her on a more consistent basis as well as secure one more teacher to go through the bilingual endorsement within the next two years.	(Blank)	(Blank)	70.00	70.00	75.00

Diverse Learner Growth Percentile - Math

Our diverse learner students have also been the receivers of a transient staff. We will use SY18 data as baseline to ensure that students are receiving the appropriate amount of minutes. Also through personalized learning, we will continue to use the push-in model for the staff and transition one staff member to middle school building to ease the reaction to change from DL students. This should aid them in transitioning smoother to middle school and allow us to keep the steady growth of 5 to 10 points within the next two years.	99.00	99.00	99.00	50.00	55.00

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

Our school has a trend of meeting students where they are and pushing them to attainment. Through the use of personalized learning and unit building both thematically and vertically, we anticipate a 5% increase in the amount of students performing at or above grade level the first year followed by a 10% increase in SY20.	46.00	61.00	55.00	58.00	62.00

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

Our school has a trend of meeting students where they are and pushing them to attainment. Through the use of personalized learning and unit building both thematically and vertically, we anticipate a 5% increase in the amount of students performing at or above grade level the first year followed by a 10% increase in SY20.	31.00	48.00	40.00	58.00	62.00

National School Attainment Percentile - Reading (Grade 2)

With primary being the foundation, we are expecting that with a more streamlined approach to balanced literacy in grades k-1, more of our 2nd grade students will come to 2nd grade at grade level. Additionally, implementing a scope and sequence for each grade-level will also help increase the number of students at attainment	25.00	55.00	35.00	53.00	60.00

National School Attainment Percentile - Math (Grade 2)

With primary being the foundation, we are expecting the use of a universal curriculum across grades Pk-5 should help provide more consistency and structure around what is being taught causing more of our 2nd grade students to come to 2nd grade at grade level. Additionally, implementing a scope and sequence for each grade-level will also help increase the number of students at attainment.	38.00	67.00	48.00	53.00	75.00

% of Students Making Sufficient Annual Progress on ACCESS

These goals are based on historical performance and on anticipated strategies.	7.10	*(Blank)*	85.00	85.00	85.00

Average Daily Attendance Rate

Through positive rewards, follow-up from the attendance coordinator, and attendance campaigns, we are expecting that our attendance rate will remain at or above the 96th percentile.	96.20	96.40	96.60	96.20	96.40

My Voice, My School 5 Essentials Survey

Well-Organized	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*

Custom metrics

0 of 0 complete

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

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
If we plan and implement high quality instruction which includes differentiation of rigorous task for all tiers of students with a specific focus for students who are at or above grade level	Then we see the use of rubrics that assess the cognitive demand of tasks and develop consistent student and teacher behaviors that support rigor such as high expectations, problem solving, alternate solutions, and student to student	which leads to an increase in Improve 6-8 attainment by 10% on EOY NWEA, a 5 % increase in students meeting and exceeding growth targets in both reading and math over the next two years and an increase in teacher performance in the areas of 3b and 3d in the CPS teaching framework

Tags:
Rigorous tasks, Data driven instruction, High quality instruction/professional development

Area(s) of focus:
1

Action step	Responsible	Timeframe	Status
Create a peer observation cycle for all teachers to gather data about our current status and normed understanding of where we are as a school as it relates to the cognitive demand of student learning in classrooms	Instructional Leadership Team	Oct 17, 2018 to Nov 2, 2018	Not started

Rigorous tasks, Depth of knowledge, Rubric

Provide professional development on Depth of Knowledge around the cognitive demand of questioning, lessons, activities, and assessments	Principal, Instructional leadership team.	Nov 2, 2018 to Nov 30, 2018	Not started

Professional Learning, Safe practice

Identify and utilize the Summit protocol for all grade bands to analyze student tasks weekly in grade level and ILT bi-weekly	ILT, grade levels	Oct 22, 2018 to Jun 30, 2019	On-Track

Data analysis, Student work protocol

Action step	Responsible	Timeframe	Status
Create and implement peer support and sharing cycles to allow teachers to demonstrate and/or showcase their understanding of rigorous tasks and depth of knowledge.	Principal, Instructional leadership team.	Nov 2, 2018 to Jun 18, 2019	Not started

Rigorous tasks, Safe practice

Plan grade level meetings to analyze artifacts (unit plans, assessments, student work) for evidence of rigorous learning and instruction in order to enhance/adjust the cognitive demand of the learning environment.	Principal	Nov 2, 2018 to Jun 18, 2019	Not started

Rigorous tasks, Student work protocol

Provide professional development around developing and implementing competency based assessments for grades 2-6 in year 2018-2019 and 2-7 in year 2019-2020	Principal	Feb 4, 2019 to Jun 30, 2019	Not started

Assessment, Professional development, Competency based learning

Provide multiple platforms for students to show their learning and application of skills (performance based/application)	Teacher teams, ILT, Administration	Nov 2, 2018 to Jun 21, 2019	Not started

Performance tasks, Real world application, Performance based assessment

Utilize Summit Teachbacks to identify a focus for each POD that aligns with cognitive Demand	Summit Leads, Teacher Teams, ILT	Oct 2, 2018 to Nov 16, 2018	Completed

Rigorous tasks, Writing in the content areas, Three-reads, Cognive demand, Question formulation technique

Strategy 2

If we do...	...then we see...	...which leads to...
If we develop strong structures in tier 1 academically and behaviorally by implementing the usage of a common tool that assesses individual learner needs, strengths, interest and approaches to learning while utilizing student input to engage them in a rigorous, relevant content and also utilize a SEL framework consistently school wide, to help us identify the need for interventions with a specific focus on Tier 2 and Tier 3 supports	we will see consistent implementation of a strong tier 1 program which will allow teachers to identify and target students' needs/gaps through individualized instruction and know what resources meets the needs of students ensuring equitable access for all students. Students will be able to self-manage and monitor both academics and behavior. We will also see teachers and students supported with tier 2 and tier 3 interventions through a more comprehensive menu of services for students that need more support through both academic and social emotional learning.	Which will lead to improved student-student/ student-teacher relationships and a 5 % increase in students meeting and exceeding growth targets in both reading and math over the next two years, a 1% increase in student attendance by SY20, a decrease middle school referrals by 20% and an increase from neutral to strong on My School My Voice survey in the areas of student relationships, safety, and emotional health.

Tags:
MTSS

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status
Training school-wide on behavioral management system/expectations (i.e Champs and Responsive Classroom) that promote a positive classroom environment	Administration	Aug 1, 2018 to Sep 30, 2018	On-Track

Responsive classroom, Tier 1, Champs, Professional development plan

School-wide implementation of classroom-based SEL curriculum such as Second Step or Calm Classroom and monitoring of daily use of SEL strategies to promote a positive school climate	Administration Staff	Aug 27, 2018 to Jun 27, 2019	On-Track

SEL, Second step, Calm classroom

Establish an administrator and team to oversee our Tier 1 structures and MTSS and use the PSP to develop goals	Administration Culture/Climate Team	Aug 1, 2018 to Jun 30, 2019	On-Track

Problem solving process

Develop a school-level BHT team to create the pathway to interventions	Administration/Staff	Aug 1, 2018 to Aug 30, 2018	Postponed

MTSS, Behavior health team

Train staff on BHT and the referral process, our menu of interventions, and monitoring process	Administration BHT	Aug 27, 2018 to Jun 28, 2019	Postponed

MTSS, Professional development, Bht, Interventions and supports

Allocate time bi-weekly for BHT meetings to discuss students in the pipeline and Link students to interventions, within a multi-tiered system of support, to address social, emotional, behavioral, and academic difficulties that match their level of need	Administration BHT Teachers	Sep 27, 2018 to Jun 28, 2019	Postponed

MTSS, SEL, Bht

Use of BOY MOY EOY SAM with a specific lens on SEL and academic interventions and collaborate with school personnel and community-based organizations to coordinate services and supports as needed	Administration ILT BHT	Sep 24, 2018 to May 24, 2019	Not started

Data, Interventions, Sam

Assess the effectiveness of Tier II (Targeted) and Tier III interventions and make system level data driven decisions based on ongoing progress monitoring and evaluation of outcome data	administration staff ILT BHT	Nov 5, 2018 to May 24, 2019	Not started

Tier 2 & 3, Progress monitoring, Monitoring and accountability, Data analysis protocol

Use End of Year and Beginning of the Year NWEA, along with teacher-designed diagnostic assessments, to get an academic snapshot of where students are	ILT, Teachers	Oct 1, 2018 to Nov 2, 2018	Completed

Data driven instruction, Student readiness assessment (eoy) by grade level

Develop and utilize student surveys for learning and help to develop learner profiles.	Teacher Teams, ILT, administration	Nov 2, 2018 to Jun 21, 2019	Not started

Learner profile, Personalized learning plan, Student survey

Develop a cycle of conferring with students and build learner profiles and goal setting sheets.	Teacher Teams, ILT	Nov 2, 2018 to Jun 21, 2019	Not started

Learner profile, Learner agency, Student goal setting

Train teachers on Personalized Learning through LEAP Innovations Cohorts (6-8)	Leap Lead, Admin, Leap Innovations	Dec 3, 2018 to Jun 21, 2019	Not started

MTSS, Personalized Learning, Leap innovations

Implement student data trackers school-wide so students can monitor their own progress towards goals	Teacher Team, ILT Administration	Nov 5, 2018 to Jun 26, 2020	Not started

Student data analysis, Mtss tracker

Partner specifically with Diverse Learner teachers in planning and analyzing tasks to ensure instruction is scaffolded to meet the needs of all students without reducing the demands of the standards	Teacher Team, ILT	Nov 5, 2018 to Jun 28, 2019	Not started

Cognitive demand, Diverse learning strategies, Equitable access

Strategy 3

If we do...	...then we see...	...which leads to...
utilize our personalized learning platform with a focus on learner led and learner demonstrated to establish a culture where students know and understand that their voice and interest will impact decisions made within the school community	Students will take more ownership in their learning experiences, students will also become more vested in the overall improvement of the school community, students will become advocates and co-creators of their learning experiences and student voice will begin to lead our work with the mission and vision	improved student-student and student-teacher relationships causing an increase from neutral to strong in the areas of inquiry based instruction and student teacher relationships on My school My voice Survey

Tags:
Learner profile, Student voice, engagement, & civic life, Student survey

Area(s) of focus:
4

Action step	Responsible	Timeframe	Status
Re-train teachers on Personalized Learning through LEAP Innovations Cohorts (2-5) with a focus on Learner Led/ Learner Demonstrated and Innovator's mindset to help shift focus to student led programming	Leap Lead, Admin, Leap Innovations	Jan 1, 2020 to Jun 30, 2020	Not started

Personalized Learning, Leap innovations

Use End of Year and Beginning of the Year NWEA, along with teacher-designed diagnostic assessments, to get an academic snapshot of where students are	ILT	Jul 1, 2018 to Jun 21, 2019	On-Track

Develop Student Voice and Engagement Commitee aka Student Council with representation from each POD to provide input on programming	All Stakeholders	Nov 5, 2018 to Jun 30, 2019	Not started

Student engagement, Student voice, engagement, & civic life, Student voice committee

Work with Student Voice Committee to Create learner led activities and school-wide opportunities for students based on surveys and naviance to explore their interest and demonstrate leadership while applying new learning	Teacher Teams, ILT, administration	Jan 7, 2019 to Jun 28, 2019	Not started

Naviance, Student voice committee, Learner led activities

Re-establish student celebrations and awards assemblies to help encourage students while seeking student input and direction in the types of celebrations and awards they would like to receive.	Teacher Team, ILT Administration	Sep 4, 2018 to Jun 21, 2019	Not started

Student awards, Student celebration

Action step	Responsible	Timeframe	Status
Utilize School-wide Data and student survey to identify a school focus for RFP for the 2019-2020 school year. (personalized learning, Montessori, performing arts, Language, ib)	Teacher Teams, ILT	Feb 4, 2019 to Jul 26, 2019	Not started

Vision, School focus

Develop responsive thematic units to meet the needs, interests, and passions of the the students.	Teacher Teams/Admin	Nov 5, 2018 to Jul 1, 2019	Not started

Student interest, Thematic units

Utilize data from student surveys and student voice committee to identify community partnerships and grants that are necessary to fulfill student vision	ILT, Student Voice Committee	Feb 4, 2019 to Jul 26, 2019	Not started

Community partnerships, Student voice committee

Administer parent and student surveys quarterly to give the staff a better understanding of interest and effectiveness of programming	Teacher Team/ILT/Administration	Nov 5, 2018 to Jun 26, 2020	Not started

Parent surveys, Student survey

Develop semester service learning projects for students based on their interest and community need	Teacher Team/ILT	Jan 7, 2019 to Jun 21, 2019	Not started

Personalized Learning, Community based instruction, School-wide service learning project, Service learning projects

Strategy 4

If we do...	...then we see...	...which leads to...
Create a culture of parent voice and advocacy through improving connections, increasing training opportunities, and focusing on outreach to our parents and specifically develop more targeted support for Hispanic population	Parents will feel more confident about being involved in the school community and become true partners in learning while our hispanic population will feel more welcomed by hearing and seeing their native language around the school	Parents will feel more connected to the school, the percentage of parents participating in school events will increase both during and after school and teacher parent conference turnout will improve to 85%.

Tags:
Bilingual, Parent engagement, Pac

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
Conduct a needs assessment for cultural sensitivity inclusive of curriculum, school culture, activities, celebrations.	ILT/Parent	Sep 10, 2018 to Nov 5, 2018	Not started

Climate and Culture, Parent engagement, Needs assessment

Based on assessment results action plan will be created inclusive of staff, parent committee, and our Bilingual Advisory Council.	ILT/TeacherTeam/Administration/Parents	Nov 5, 2018 to Nov 30, 2018	Not started

Parent engagement, Parent involvement, Climate & culture team

Conduct Workshops monthly/bi-monthly to engage parents and students in the academic activities so parents are aware of the expectations of daily assignments and homework in partnership with the Parent Advisory Council.	PAC, Teacher Team	Oct 8, 2018 to Jun 30, 2020	Not started

Workshop, Parent advisory council

Implement more opportunities for parents to volunteer both inside and outside of the school (classroom mothers/ fathers, sharing tasks, breakfast with your buddy, Mother/son Father/Daughter dance, preparing materials, etc...)	ILT/Administration/Community Engagement Liasion	Sep 3, 2018 to Jun 30, 2020	On-Track

Parent involvement, Special events, Family night events

Collaborate with grade band teams to develop a parent friendly curriculum involves students reading to parents and parents reading to a group of students in a non formal setting.	Teacher Team/ILT/Administration	Jan 1, 2019 to Jun 26, 2020	Not started

Parental engagement, Supportive learning, Parental partnerships, Parent advisory council

Hire Bilingual, miscellaneous seasonal worker that will support engagement of our Hispanic community	Administration	Aug 1, 2018 to Aug 31, 2018	On-Track

Bilingual, Parental engagement, Language support

Implement Parent Engagement Night(s) brought on by each POD Literacy (1st and 3rd Quarter) Math (2nd and 4th Quarter)	Teacher Teams/ILT	Sep 3, 2018 to Jun 26, 2020	Not started

Family and Community Engagement, Quartlery family engagement night, Parental engagement

Action Plan

Strategy 1

NOT STARTED

Create a peer observation cycle for all teachers to gather data about our current status and normed understanding of where we are as a school as it relates to the cognitive demand of student learning in classrooms"

Oct 17, 2018 to Nov 02, 2018 - Instructional Leadership Team

Status history
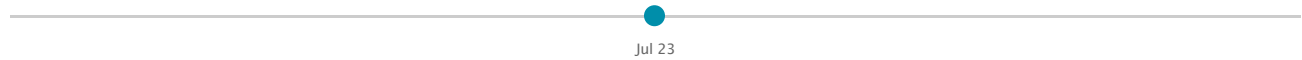
Jul 23

NOT STARTED   Jul 23, 2018
Evidence
Rubric, peer observation cycle calendar, data

NOT STARTED

Provide professional development on Depth of Knowledge around the cognitive demand of questioning, lessons, activities, and assessments"

Nov 02, 2018 to Nov 30, 2018 - Principal, Instructional leadership team.

Status history
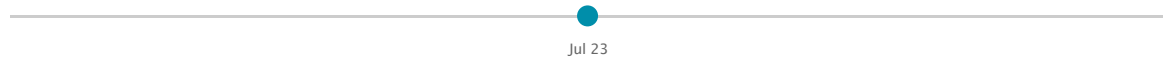
Jul 23

NOT STARTED   Jul 23, 2018
Evidence
Professional Development Calendar, Training agendas, school wide data

ON-TRACK   Identify and utilize the Summit protocol for all grade bands to analyze student tasks weekly in grade level and ILT bi-weekly"

Oct 22, 2018 to Jun 30, 2019 - ILT, grade levels

Status history

Jul 23

| ON-TRACK | Jul 23, 2018 |

Evidence

Student Work protocol, Grade Level Meeting Agendas, Student work

NOT STARTED

Create and implement peer support and sharing cycles to allow teachers to demonstrate and/or showcase their understanding of rigorous tasks and depth of knowledge."

Nov 02, 2018 to Jun 18, 2019 - Principal, Instructional leadership team.

Status history

Jul 23

| NOT STARTED | Jul 23, 2018 |

Evidence

Rubrics, Peer Observation Calendar

NOT STARTED

Plan grade level meetings to analyze artifacts (unit plans, assessments, student work) for evidence of rigorous learning and instruction in order to enhance/adjust the cognitive demand of the learning environment."

Nov 02, 2018 to Jun 18, 2019 - Principal

Status history

Jul 23

| NOT STARTED | Jul 23, 2018 |

Evidence

Student work, Protocols, Rubrics

NOT STARTED

Provide professional development around developing and implementing competency based assessments for grades 2-6 in year 2018-2019 and 2-7 in year 2019-2020"

Feb 04, 2019 to Jun 30, 2019 - Principal

Status history

Jul 23

| NOT STARTED | Jul 23, 2018 |

Evidence

Thematic Units, Competency Based Assessments/Checklists,

NOT STARTED | Provide multiple platforms for students to show their learning and application of skills (performance based/application)"

Nov 02, 2018 to Jun 21, 2019 - Teacher teams, ILT, Administration

Status history

COMPLETED | Utilize Summit Teachbacks to identify a focus for each POD that aligns with cognitive Demand"

Oct 02, 2018 to Nov 16, 2018 - Summit Leads, Teacher Teams, ILT

Status history

Strategy 2

ON-TRACK

Training school-wide on behavioral management system/expectations (i.e Champs and Responsive Classroom) that promote a positive classroom environment"

Aug 01, 2018 to Sep 30, 2018 - Administration

Status history

Jul 23

ON-TRACK Jul 23, 2018
Evidence
PD plan, PD artifacts

ON-TRACK

School-wide implementation of classroom-based SEL curriculum such as Second Step or Calm Classroom and monitoring of daily use of SEL strategies to promote a positive school climate"

Aug 27, 2018 to Jun 27, 2019 - Administration Staff

Status history

Jul 23

ON-TRACK Jul 23, 2018
Evidence
Champs Posters, Surveys, Second Step Rubrics

ON-TRACK Establish an administrator and team to oversee our Tier 1 structures and MTSS and use the PSP to develop goals"

Aug 01, 2018 to Jun 30, 2019 - Administration Culture/Climate Team

Status history

Jul 23

ON-TRACK Jul 23, 2018
Evidence
PSP Protocol,

POSTPONED Develop a school-level BHT team to create the pathway to interventions"

Aug 01, 2018 to Aug 30, 2018 - Administration/Staff

Status history

Jul 23

POSTPONED Jul 23, 2018
Problem
Root Cause
Next steps

POSTPONED Train staff on BHT and the referral process, our menu of interventions, and monitoring process"

Aug 27, 2018 to Jun 28, 2019 - Administration BHT

Status history

POSTPONED   Jul 23, 2018
Problem
Root Cause
Next steps

POSTPONED

Allocate time bi-weekly for BHT meetings to discuss students in the pipeline and Link students to interventions, within a multi-tiered system of support, to address social, emotional, behavioral, and academic difficulties that match their level of need"

Sep 27, 2018 to Jun 28, 2019 - Administration BHT Teachers

Status history

Jul 23

POSTPONED   Jul 23, 2018
Problem
Root Cause
Next steps

NOT STARTED

Use of BOY MOY EOY SAM with a specific lens on SEL and academic interventions and collaborate with school personnel and community-based organizations to coordinate services and supports as needed"

Sep 24, 2018 to May 24, 2019 - Administration ILT BHT

Status history

Jul 23

NOT STARTED   Jul 23, 2018
Evidence
SAM Meeting Agenda Data Analysis

NOT STARTED

Assess the effectiveness of Tier II (Targeted) and Tier III interventions and make system level data driven decisions based on ongoing progress monitoring and evaluation of outcome data"

Nov 05, 2018 to May 24, 2019 - administration staff ILT BHT

Status history

Jul 23

NOT STARTED   Jul 23, 2018
Evidence
Assessment Reports Data Analysis Tools and Protocols

COMPLETED

Use End of Year and Beginning of the Year NWEA, along with teacher-designed diagnostic assessments, to get an academic snapshot of where students are"

Oct 01, 2018 to Nov 02, 2018 - ILT, Teachers

Status history

NOT STARTED   Develop a cycle of conferring with students and build learner profiles and goal setting sheets."

Nov 02, 2018 to Jun 21, 2019 - Teacher Teams, ILT

Status history

NOT STARTED Train teachers on Personalized Learning through LEAP Innovations Cohorts (6-8)"

Dec 03, 2018 to Jun 21, 2019 - Leap Lead, Admin, Leap Innovations

Status history

NOT STARTED Implement student data trackers school-wide so students can monitor their own progress towards goals"

Nov 05, 2018 to Jun 26, 2020 - Teacher Team, ILT Administration

Status history

NOT STARTED Develop and utilize student surveys for learning and help to develop learner profiles."

Nov 02, 2018 to Jun 21, 2019 - Teacher Teams, ILT, administration

Status history

NOT STARTED

Partner specifically with Diverse Learner teachers in planning and analyzing tasks to ensure instruction is scaffolded to meet the needs of all students without reducing the demands of the standards"

Nov 05, 2018 to Jun 28, 2019 - Teacher Team, ILT

Status history

Strategy 3

NOT STARTED

Re-train teachers on Personalized Learning through LEAP Innovations Cohorts (2-5) with a focus on Learner Led/ Learner Demonstrated and Innovator's mindset to help shift focus to student led programming"

Jan 01, 2020 to Jun 30, 2020 - Leap Lead, Admin, Leap Innovations

Status history

Jul 23

NOT STARTED Jul 23, 2018
Evidence
Leap Innovation Partnership Agreement LEAP problem of practice training documents

ON-TRACK

Use End of Year and Beginning of the Year NWEA, along with teacher-designed diagnostic assessments, to get an academic snapshot of where students are"

Jul 01, 2018 to Jun 21, 2019 - ILT

Status history

Jul 23

ON-TRACK · Jul 23, 2018

Evidence

Data Reports Data Analysis Protocol

NOT STARTED

Develop Student Voice and Engagement Commitee aka Student Council with representation from each POD to provide input on programming"

Nov 05, 2018 to Jun 30, 2019 - All Stakeholders

Status history

Jul 23

NOT STARTED · Jul 23, 2018

Evidence

Meeting Minutes Meeting Agenda Student Survey Student Election

NOT STARTED

Work with Student Voice Committee to Create learner led activities and school-wide opportunities for students based on surveys and naviance to explore their interest and demonstrate leadership while applying new learning"

Jan 07, 2019 to Jun 28, 2019 - Teacher Teams, ILT, administration

Status history

Jul 23

NOT STARTED · Jul 23, 2018

Evidence

Student Survey Student Survey Results Learner Profile

NOT STARTED

Re-establish student celebrations and awards assemblies to help encourage students while seeking student input and direction in the types of celebrations and awards they would like to receive."

Sep 04, 2018 to Jun 21, 2019 - Teacher Team, ILT Administration

Status history

Jul 23

NOT STARTED · Jul 23, 2018

Evidence

Grade Level Meetings ILT Meeting Agenda Student Work Samples Work Analysis Protocols

NOT STARTED

Utilize School-wide Data and student survey to identify a school focus for RFP for the 2019-2020 school year. (personalized learning, Montessori, performing arts, Language, ib)"

Feb 04, 2019 to Jul 26, 2019 - Teacher Teams, ILT

Status history

Jul 23

NOT STARTED · Jul 23, 2018

Evidence

Conference Schedule Learner Profile Notes Goal Setting Documents

NOT STARTED · Develop responsive thematic units to meet the needs, interests, and passions of the the students."

Nov 05, 2018 to Jul 01, 2019 - Teacher Teams/Admin

Status history

Jul 23

NOT STARTED   Jul 23, 2018
Evidence
Unit Plans Student Interest Surveys Teacher Team Meeting Documents

NOT STARTED
Utilize data from student surveys and student voice committee to identify community partnerships and grants that are necessary to fulfill student vision"

Feb 04, 2019 to Jul 26, 2019 - ILT, Student Voice Committee

Status history

Jul 23

NOT STARTED   Jul 23, 2018
Evidence
Goal/Progress Tracking sheets Teacher Team Meeting Agendas

NOT STARTED   Administer parent and student surveys quarterly to give the staff a better understanding of interest and effectiveness of programming"

Nov 05, 2018 to Jun 26, 2020 - Teacher Team/ILT/Administration

Status history

Jul 23

NOT STARTED   Jul 23, 2018
Evidence
Student/Parent Surveys

NOT STARTED   Develop semester service learning projects for students based on their interest and community need"

Jan 07, 2019 to Jun 21, 2019 - Teacher Team/ILT

Status history

Jul 23

NOT STARTED   Jul 23, 2018
Evidence
Student Interest survey Student Service Learning Project Plan and Outcome

Strategy 4

NOT STARTED   Conduct a needs assessment for cultural sensitivity inclusive of curriculum, school culture, activities, celebrations."

Sep 10, 2018 to Nov 05, 2018 - ILT/Parent

Status history

Jul 23

NOT STARTED   Jul 23, 2018
Evidence
Needs Assessment Parent Community Survey

NOT STARTED   Based on assessment results action plan will be created inclusive of staff, parent committee, and our Bilingual Advisory Council."

Nov 05, 2018 to Nov 30, 2018 - ILT/TeacherTeam/Administration/Parents

Status history

Jul 23

NOT STARTED | Jul 23, 2018
Evidence
Action Plan Meeting Minutes for both BAC and PAC

NOT STARTED

Conduct Workshops monthly/bi-monthly to engage parents and students in the academic activities so parents are aware of the expectations of daily assignments and homework in partnership with the Parent Advisory Council."

Oct 08, 2018 to Jun 30, 2020 - PAC, Teacher Team

Status history

Jul 23

NOT STARTED | Jul 23, 2018
Evidence
Workshop Agendas PD Plan

ON-TRACK

Implement more opportunities for parents to volunteer both inside and outside of the school (classroom mothers/ fathers, sharing tasks, breakfast with your buddy, Mother/son Father/Daughter dance, preparing materials, etc...)"

Sep 03, 2018 to Jun 30, 2020 - ILT/Administration/Community Engagement Liasion

Status history

23. Jul | 30. Jul | 6. Aug | 13. Aug | 20. Aug | 27. Aug | 3. Sep | 10. Sep | 17. Sep | 24. Sep | 1. Oct | 8. Oct | 15. Oct | 22. Oct

ON-TRACK | Oct 27, 2018
Evidence
PAC and BAC meetings have focused on increasing parent engagement.

Parents have participated with fall-festival, pumpkin patch, and Back to School Open House

NOT STARTED | Jul 23, 2018
Evidence
Parent Interest Survey PAC meeting Agendas Volunteer Project List

NOT STARTED

Collaborate with grade band teams to develop a parent friendly curriculum involves students reading to parents and parents reading to a group of students in a non formal setting."

Jan 01, 2019 to Jun 26, 2020 - Teacher Team/ILT/Administration

Status history

Jul 23

NOT STARTED | Jul 23, 2018
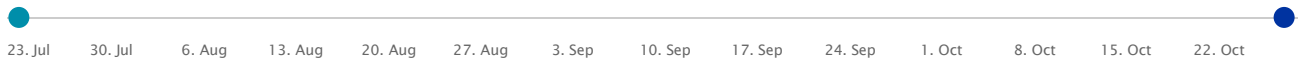**Evidence**
Teacher Team Meeting Agendas ILT Meeting Agendas PAC Meeting Agendas

ON-TRACK

Hire Bilingual, miscellaneous seasonal worker that will support engagement of our Hispanic community"

Aug 01, 2018 to Aug 31, 2018 - Administration

Status history

23. Jul | 30. Jul | 6. Aug | 13. Aug | 20. Aug | 27. Aug | 3. Sep | 10. Sep | 17. Sep | 24. Sep | 1. Oct | 8. Oct | 15. Oct | 22. Oct

ON-TRACK

Oct 27, 2018

Evidence

Bi-Lingual instructional tutor is still going through the on-boarding process. Additionally, we have found a substitute teacher that is working on her teaching certificate LBS1 who is also bi-lingual and can fill in for our .5 diverse learner position on certain days and help service our bi-lingual/DL population on days she is present.

NOT STARTED   Jul 23, 2018

Evidence

CPS Staffing

NOT STARTED   Implement Parent Engagement Night(s) brought on by each POD Literacy (1st and 3rd Quarter) Math (2nd and 4th Quarter)"

Sep 03, 2018 to Jun 26, 2020 - Teacher Teams/ILT

Status history

Jul 23

NOT STARTED   Jul 23, 2018

Evidence

School Calendar Family Night Evaluations

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 approced plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of thes tudents 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 suppland 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

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.

> Like Last year, Parents will be infvolved in the joint development and periodic review and revision of the ESSA, Title 1 school parental involvement plan and policy and in the process of school review and improvement on a monthly basis at the ESSA monthly meetings, CIWP meetings, and school accountability meetings.

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

> The Annual Meeting and organizational meeting will be held in the Middle of September. Additionally the parents will meet monthly with the PAC, parent teacher conference meetings, open house, back to school bbq , monthly newsletters and syllabi.

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.

> Our parents can share their suggestions through monthly ESSA meetings, chat and chew with the principal, email communication with the principal, and parent teacher conferences.

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 will receive parent report generated from the statewide assessment , BAG reports generated from the school, as well as NWEA reports to track student progress on BOY, MOY, and EOY.

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.

> Letters will be mailed to parents notifying them if their child is being taught by a teacher "not highly qualified"

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

> Through our monthly ESSA meetings and parent workshops, we will work with parents to understand student progress and how to work with their child and child's teacher at home to support the learning happening in school.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

> Parents will be provided this information during parent training given once per month and family nights.

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 development will be utilized to emphasize the importance of working with parents and treating them as partners. Staff will be trained to be servant leaders and adopt a pleasant customer service attitude when dealing with all stakeholders.

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.

> Each quarter, a grade level pod will host family engagement nights/mornings to communicate with parets. Teachers will also maintain parent communication logs and we will implement bring your parent/guardian to school day so that they can see what's happening in the classrooms.

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.

Parent letters will be mailed and sent home with students in both English and spanish. Monthly newsletters will also be sent home with students in both english and spanish.

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.)

Our mission is to provide all students access to a world-class education. To accomplish this, Lovett is committed to working together with all stakeholders in the community. By using data to lead all instructional decision-making with alignment to the common core state standards, we will meet the needs of our diverse learners. We will integrate technology across the academic spectrum. Our students will be provided a safe and nurturing environment where all are treated wit respect and dignity. As a result. All students will leave Joseph Lovett Elementary with the academic, social, and personal skill needed to successfully participate in secondary and higher education.

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

Parent conferences will be held anytime the parents and /or teachers request a conference but scheduled as to not disrupt instructional time. In addition, parent conferences will be held on district teacher-parent conference designated days.

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

Parents will receive reports on their child's progress every five weeks through a report card or mid-quarter progress report. Additionally, bag reports will be distributed to inform parents of students' progress towards behavior, attendance,grades and goals.

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

Staff will be available for conferences with parents during preparatory periods as well as mutually agreed upon time periods that do not impact instructional time. Additionally, parents can also email staff members for consultation as needed.

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 will be able to volunteer once the CPS parent volunteer package is completed, submitted, and approved by the Board. Parents may observe in the classroom after meeting with the school administration.

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

Parents will be required to monitor student's homework and parent signatures may also be required. Attendance reports will be maintained and shared with parents. Parent portal access will be granted in order for parents to follow the progress of their children. Additionally, while students and teachers set goals for the students, parents will be made aware of student's progress towards established goals.

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

Teachers, students, and parents together will develop learning plans and profiles for students.

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

Each student will have their own tracking sheet that will require them to set and monitor goals throughout the school year.

Parent Budget   Complete

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

Our goals are to assist parents in supporting their student's to increase their academic outcomes by providing specific supports for parents. We will strengthen teacher/parent partnerships, provide classes for parents to learn the English language and gain job related skills, and training on how to better support their children in school.

Goals
- Provide parents of ESL students with courses to better learn the English language.
- Provide parents with a course on Gradebook.
- Provide parents with a workshop where they fill out a learner profile (What do their like to do? What motivates them? What are their favorite subjects? What are their strengths? Etc.)
- Provide parents with workshops provided by teachers: How to support early childhood literacy skills, how to support early math skills, how to support strong reading habits, how to create an environment at home conducive for learning, how to help your child with their homework (don't do it for them!).
- Send parents to Power of the Parents Workshop, which is designed to engage parents and community in the learning process, and teach parents to become active participants in the education of their students, and to seek out extended learning opportunities for themselves.

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.	$ 500 .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.	$ 500 .00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 400 .00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$ 400 .00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ Amount .00
54205 **Travel**	Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$ 800 .00

<p>54565</p>**Reimbursements**
Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.

$ 200 .00

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

$ Amount .00

53306 **Software**
Must be educational and for parent use only.

$ Amount .00

55005 **Furniture and Equipment**
Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.

$ Amount .00