



Northwest Middle School / Plan summary

## 2018-2020 plan summary

### Team

Name	Role	Email	Access
Margaret Byrne	Principal	mkbyrne@cps.edu	Has access
Susan Carle	Assistant Principal	sacarle@cps.edu	Has access
Eunice Kim	ILT-8th grade: Math, Restorative Practices Lead	ekim@cps.edu	Has access
Julie Trejo	ILT DIVL, Science	jtrepo@cps.edu	Has access
Elaine Sanchez	ILT-6/7th grade: Science, EL	esanchez126@cps.edu	Has access
Sarah Sohn	ILT-6th grade: Math	ssohn1@cps.edu	Has access
Lindsay Ryan	ILT DIVL, ELA	laryan1@cps.edu	Has access
Wilma Rivera	Parent/ LSC member	war2028@gmail.com	No Access
Leo Ortiz	Bilingual Lead, Parent Coordinator	Lortiz@cps.edu	Has access
Stacie Wallace	Counselor	swallace13@cps.edu	Has access
Terry Dixon	ILT-8th grade: ELA, New Teacher Mentorship	tdixon@cps.edu	Has access

### Team meetings

Date	Participants	Topic
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02/26/2018	ILT Meeting: All ILT members	Completion of the SEF
02/27/2018	Mr. Roadruck, Ms. Kim, Ms. Carle, Ms. Byrne	Network 3 meeting
03/05/2018	ILT Meeting; All ILT members	Planning
09/28/2018	Title 1 Presentation	Presentation to Families
05/04/2018	Special LSC Meeting: CIWP & Budget Approval	Approve CIWP and Budget

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

**Leadership & Collective Responsibility:**

Score

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

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- Mission statement created by ILT by collecting survey data from teachers, students and parents
- Town hall meetings to celebrate student's academic success
- School's commitment on improving student engagement through instructional strategies (hook, discussion strategies led by ILT members, etc)
- Regular ILT, PPC, PPLC, SCC meetings to engage multiple stakeholders to come up with meaningful and equitable solutions to solve identified problems
- School currently does not have a sustainable instructional program for ELA
- School is still working on including all stakeholders to make school-wide decisions
- Implementation of a school-wide restorative practices program to support positive and trusting relationships among students, staff and community members

**Guide for Leadership & Collective Responsibility**

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

## Evidence, Measures, and Standards

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

### Instructional Leadership Team:

Score

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

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3.5

- ILT meets regularly 2 times a month to discuss how to improve instructional strategies and student engagement
- ILT meetings are put on members' calendars, and have agendas and protocols every meeting
- ILT collect meaningful data through live classroom observations and "ghost walks"
- Considered "effective" based on the ILT effectiveness rubric
- Considered neutral by 5 essentials, but made substantial growth, going from 7% favorable by teachers to 38% in 2016, then to 56% approval in 2017.
- Provide trainings to colleagues based on ILT goals and objectives
- ILT fosters transparency by sharing an ILT report at each grade level team meeting.

### Guide for Instructional Leadership Team

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

## Evidence, Measures, and Standards

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

**Professional Learning:**

Score

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

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3

- Provide PD that is relevant to our goals
- FLEX PD is utilized after school for department meetings
- Grade level meetings conducted once a week
- Prioritize and encourage new professional learning through safe practice measures (protected time)
- PD survey data inform planning and identify problems/next steps for school
- 85% of teachers indicated on 5 essentials survey that they implement techniques learned in PD to their in class instruction
- 62% of teachers indicated that PD's attended were 'high quality'
- ILT regularly provides peer learning opportunities based on ILT initiatives to staff
- Teachers are supported and encouraged to attend outside professional learning and then bring back to colleagues and share information

**Guide for Professional Learning**

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

**Evidence, Measures, and Standards**

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

### Aligned Resources:

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

### Score

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3

- Schedules are created and revised to meet student and teacher needs during the course of the school year
- Collaborative hiring process where teachers are invited to attend interviews
- SECAs/TAs are allocated to students and classes with the highest priorities, i.e. EL support
- Funds are allocated to departments and managed by teacher leaders
- Engaged community members as partners and resources (Metropolitan Youth Services, Alderman, Junior Achievement, Alternatives, Red Cross, Greater Food Depository, outside arts partners, etc)
- Out reach efforts include: Community Garden, Health Fair, Legal Trainings for Parents
- Teachers are endorsed in the content areas

### Guide for Aligned Resources

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
	<ul style="list-style-type: none"> <li>✓ Schedules</li> <li>✓ Teacher retention rates</li> <li>✓ Staff exit interviews/surveys (data on reasons for leaving school or district)</li> </ul>
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Candidate interview protocol documents</li> <li>✓ List of community-based organizations that partner with the school and description of services</li> <li>✓ Evidence of effectiveness of the services that community-based organizations provide</li> <li>✓ Budget analysis and CIWP</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Aligning Resources with Priorities: Focusing on What Matters Most</a></li> <li>✓ <a href="#">Instructional Supports</a></li> <li>✓ <a href="#">Strategic Source Vendor List</a></li> <li>✓ <a href="#">CPS Instructional Time Guidelines: Elementary School Overview</a></li> <li>✓ <a href="#">CPS Instructional Time Guidelines: High School Overview</a></li> <li>✓ <a href="#">CPS Instructional Block Guidance: K-2 Literacy</a></li> <li>✓ <a href="#">CPS Instructional Block Toolkits: Math</a></li> </ul>

Expectations for depth & breadth of Student Learning

4 of 4 complete

### Curriculum:

Score

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

1.
  - We do not have pacing guides or grade level assessments
  - Curricula are not consistently horizontally/vertically aligned in all content areas
  - Inconsistent use/integration of 'big ideas,' essential questions and objectives aligned to standards
  - Students have access to varied texts based on their reading level (leveled texts, classroom novel sets, NewsELA, Lexia Core5, etc.)
  - More certified staffing and support needed to assist EL and DL learners
  - Specific training needs to be offered for EL/DL staff
  - A foundation for integration between academic and SEL learning has been established with the implementation of Restorative Practices and inconsistent use of the Second Step curriculum.
  - Global instruction currently has limited connections to real world and authentic learning experiences.

### Guide for Curriculum

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

- Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
  - Curriculum is tailored to the strengths, needs, and interests of each student.

## Evidence, Measures, and Standards

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

### Instructional Materials:

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

Score

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2.

- All classes have 1-1 Chromebooks and are able to access online personalized learning (IXL, ReadTheory, NewsELA, BrainPop, Khan Academy, LexiaCore5, etc.)
- Little to no native language (Spanish) instructional materials.
- All teachers have access to leveled text book room, math manipulatives and science kits.
- Research-based curriculum supports purchased for science and math (Sepup and Connected Math; GoMath)
- No research-based curriculum or pacing guides for ELA

## Guide for Instructional Materials

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

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

- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
  - Students make choices about instructional materials as part of learning.
  - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
  - Consumables are often non-print supplies that promote active, hands-on learning.

## Evidence, Measures, and Standards

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

### Rigorous Student Tasks:

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

### Score

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2

- Inconsistent use of the MARS, MIUs, FAL tasks in math department
- ILT leads professional learning aligned with engagement strategies (discussion techniques, etc.)
- Intermittent classroom observations, led by ILT
- Improvement in Attainment and Growth on NWEA from 16/17 to 17/18.
- Increase of 12 points in "Ambitious Instruction" on the 5 Essentials.

## Guide for Rigorous Student Tasks

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



## Evidence, Measures, and Standards

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

### Transitions, College & Career Access & Persistence:

Score

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)

1 **2** 3 4

2

- Above 95% GoCPS and Naviance completion rate
- Annual High School fair with over 20 high school representatives
- Partnership with Junior Achievement
- Use "looping" to counteract negative effects of middle school transitions (students are with the same team of teachers for three years)
- 2-3 6th grade orientation options
- Middle school shadow days
- Career day
- 8th Grade Algebra option

### Guide for Transitions, College & Career Access & Persistence

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

- Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
- Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
- In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- Provide opportunities for Dual Credit/Dual Enrollment
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
  - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
  - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
  - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
  - Applying to multiple colleges—generally three or more.
  - Navigating financial aid and capitalizing on grant and scholarship opportunities.
  - Equipping students and families with persistence strategies. (College Persistence Toolkit)
  - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Data on college visits and college fair information</li> <li>✓ Naviance Monthly Data</li> <li>✓ Scholarships awarded</li> <li>✓ Affidavits, plans, or timelines related to successful transitions structures</li> <li>✓ To &amp; Through data</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ College Enrollment, Persistence, Drop Out, and Attendance Rates</li> <li>✓ Early College and Career Credentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Supportive Environment</li> </ul>
MTSS Framework	<a href="#">Curriculum &amp; Instruction, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<a href="#">2b. Establishing a Culture for Learning</a>
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> <li>✓ Everything College</li> <li>✓ CPS Authority Framework</li> <li>✓ Preventing college plans from melting away</li> <li>✓ To &amp; Through Project</li> <li>✓ Redefining College &amp; Career Readiness</li> <li>✓ College Scorecard</li> </ul>	<ul style="list-style-type: none"> <li>✓ CPS College Persistence Toolkit</li> <li>✓ Meaningful Linkages Between Summer Programs, Schools, and Community</li> <li>✓ From HS to the Future (CCSR, 2006)</li> </ul>

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

### Instruction:

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

Score

1 2 **3** 4

3

- Flexible grouping evidenced in the majority of classrooms on a weekly basis, not daily
- 5 Essentials scores have increased in the areas of Ambitious Instruction (12 points), Effective Leaders (29 points) and Supportive Environment (20 points)
- REACH observation trends reflect a
- ILT lead inter-classroom observations
- Attempts to increase authentic discussions using evidence
- Collaborative planning within departments
- MTSS provided and documented for students failing core content
- Acceleration period for providing specific academic interventions

## Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
  - Guide students to articulate the relevance of the objective(s) to learning.
  - Anticipate possible student misunderstanding.
  - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
  - Enable students to contribute to extending the content by explaining concepts to their classmates.

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

## Evidence, Measures, and Standards

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

### Balanced Assessment & Grading:

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

Score

1 2 3 4

2

- Utilize assessments that measure the development of academic language for English learners.
- Have access to and analyze school-wide assessment data to determine instructional effectiveness and subsequent learning needs
- Have a school wide grading policy that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students and families, however it is not implemented with fidelity across grades
- Lack of standards-aligned assessments within departments
- Lacking assessment calendar
- Use of daily assessment, but inconsistently informs planning
- In-house MTSS tracker, however, it is not used frequently enough to target instruction and is missing progress monitoring data

### 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	<ul style="list-style-type: none"> <li>✓ Examples of a variety of teacher created and teacher selected assessments</li> <li>✓ Units and lesson plans with formative and summative assessments embedded in a long term plan</li> <li>✓ Evidence of assessment data analysis for the purpose of planning</li> <li>✓ Assessment calendar</li> <li>✓ Examples of gradebooks</li> <li>✓ School's grading policy</li> <li>✓ Grade distribution reports (course success rates)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SGRP Attainment and Growth</li> </ul>
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>1.e. Selecting Learning Objectives</li> <li>1.e. Designing Student Assessment</li> <li>3.d. Using Assessment in Instruction</li> <li>4.a. Reflecting on Teaching &amp; Learning</li> <li>4.b. Maintaining Accurate Records</li> </ul>
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
	<ul style="list-style-type: none"> <li>✓ <a href="#">CPS Balanced Assessment Framework &amp; Assessment Models</a></li> <li>✓ <a href="#">Assessment Design Toolkit</a></li> <li>✓ <a href="#">Teacher Made Assessment Basics</a></li> <li>✓ <a href="#">Grading principals and guidelines</a></li> <li>✓ <a href="#">Great Schools Partnership --Grading + Reporting</a></li> </ul>

### Multi-Tiered System of Supports:

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

Score

1 2 3 4

2

- MTSS system established, with some fidelity for identified off track students; does not require progress monitoring or modifications
- All teachers have attempted small group instruction, use of personalized learning technology and goal-setting processes with a range of little to full implementation across classrooms
- Attendance incentive programs for individuals and classrooms include: morning gym, monthly celebrations, trophies, competitions
- Counselor monitors PLPs

- **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	<ul style="list-style-type: none"> <li>✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use)</li> <li>✓ Evidence of Personal Learning Plan (PLP) implementation</li> <li>✓ Integrated data system that informs instructional choices</li> <li>✓ Flexible learning environments</li> <li>✓ Use of student learning plans</li> <li>✓ Use of competency-based assessments</li> <li>✓ Use of personalized learning rubric</li> <li>✓ Evidence of On Track monitoring and supports</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ Attendance Rates</li> <li>✓ Course success rates (e.g. grade distributions, pass/failure rates)</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1a. Demonstrating knowledge of content and pedagogy</a></li> <li><a href="#">1b. Demonstrating Knowledge of Students</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> <li><a href="#">2d. Managing Student Behavior</a></li> <li><a href="#">3d. Using Assessment in Instruction</a></li> <li><a href="#">3e. Demonstrating Flexibility and Responsiveness</a></li> <li><a href="#">4b. Maintaining Accurate Records</a></li> </ul>
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:

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

Score

1 2 3 4

4

- Administrative team to teacher meetings to discuss on/off track students
- Establishment of student-created goal setting protocol
- Ambitious Instruction growth of 12 points on 5 Essentials
- SQRP growth of two levels from Level 2 to Level 1 in one year (after 16 years at 2)
- "Looping" increases student sense of belonging to school and classroom community setting of academic and behavioral expectations.
- School wide expectation for academic and personal success throughout the building. ROAR cards & celebrations, Honor roll, Student of the Month, class work is displayed in some classrooms & hallways that represent on grade level work.
- Recognize high levels of student achievement
- Clearly display school-wide expectations for academic and personal success throughout the building: ROAR expectations are posted and discussed with students- as ways to praise and change behavior.
- After school programs, looping, RP practices all promote Relational Trust between students, teachers and peers. Advisory periods (Fridays) are opportunities for teachers to grow relationships further using the RP practices that have been taught.

## 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
<a href="#">MTSS Frameworks Curriculum &amp; Instruction</a>	
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
✓ <a href="#">Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance</a>	
✓ <a href="#">Framework for Teaching Companion Guide p. 50</a>	
✓ <a href="#">Social Emotional Learning Supports (cps.edu/SEL)</a>	
✓ <a href="#">ASCA Mindsets &amp; Behaviors</a>	

### Relational Trust:

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

### Score

1 2 **3** 4

- Teachers are trained in RP to develop supportive relationships with students.
- Check in check out system for Tier II behavior students.
- Common strategies to de-escalate and reintegrate students back into classrooms post infraction.
- Use supportive adult relationships to prevent and de-escalate behavior and address attendance concerns.
- Peer helpers nurture relationships between peers, as well as resolve conflict in a structured, regular way.
- Creation of PEACE ROOM.
- Creating a staff conflict resolution protocol that will be lead by staff members- much like the student to student Peer Conference protocols.
- Restorative Practice coach on staff from January-June twice a week to further support training, modeling and planning for teachers, Administration and students.
- Increase of 30 points in 5 Essentials: Supportive Environment.
- 20 point gain in 5 Essentials: Collaborative Teachers.

## Guide for Relational Trust

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

## Evidence, Measures, and Standards

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

## Student Voice, Engagement, & Civic Life:

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

1.5

Although there are opportunities for students to voice their opinions- both in the classroom and outside of the school day- there are vast inconsistencies throughout the building. There needs to be a common expectation for this type of work and engagement to be integrated throughout all classes throughout the year.

Instances where NWMS is doing well:

- Student voice was expressed through surveys, but not frequently enough and without follow through.
- Student Council meets twice a week to brainstorm school needs and improvements to student experiences and culture.
- Trained Peer Conference Leaders meet weekly to facilitate meetings about peer conflict. This is lead by School Culture and Climate Coordinator.
- Reparations Won began BOY. This encouraged student discussions about race and current, controversial events effecting our community.
- After school programming focuses on both academic and social experiences for students and their families (cooking program). These opportunities are well attended and voluntary for students.
- Sports programming is very well attended as well. Coaches for all teams are NWMS staff.

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

### Study politics

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

### Evidence, Measures, and Standards



Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> <li>• MYMS Student Survey completion rates and results</li> <li>• Artifact from student-run organizations and events (including SVCs)</li> <li>• Meeting minutes/agendas that include student participation</li> <li>• Policies regarding student engagement in decision making</li> <li>• Sample learning reports and/or reflections of SL projects</li> <li>• Link and curriculum maps, rubric, assessment artifacts</li> <li>• Evidence of student work</li> <li>• Democracy School recognition</li> </ul>
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HS Standards

### Safety & Order:

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

Score

1 2 3 4

- 5 Essentials survey results show an increase of 20 points, but Safety and Order still remains in the "neutral" column.
- Improvements throughout the building with the addition of universal expectations for students, celebrations, and a stronger Tier 1 behavior and academic system.
- Some grade level transitions are stronger than others- this could be in part due to the change in expectations for older students (8th graders) vs. new to our building students who have only transitioned in the expected way at NWMS.
- No bell schedules or clocks in the building (capitol improvements are necessary). This makes transitions more difficult overall.

### Guide for Safety & Order

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

### Evidence, Measures, and Standards

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

### Restorative Approaches to Discipline:

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

Score

1 2 3 4

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.

- Restorative Practices Leadership School for SY 17-18.
- Restorative Practice coaching through CPS and New Schools for Chicago grant funding
- Hired a Climate and culture coordinator to support dean and safety team work.
- Decreased Out of school suspensions by 70% between SY 15-16 and 17-18.
- Teachers are trained in RP to develop supportive relationships with students.
- Check in check out system for Tier II behavior students.
- Common strategies to de-escalate and reintegrate students back into classrooms post infraction.
- Use supportive adult relationships to prevent and de-escalate behavior and address attendance concerns.
- Peer helpers nurture relationships between peers, as well as resolve conflict in a structured, regular way.
- Creation of PEACE ROOM.
- Creating a staff conflict resolution protocol that will be lead by staff members- much like the student to student Peer Conference protocols.
- Restorative Practice coach on staff from January-June twice a week to further support training, modeling and planning for teachers, Administration and students.
- Increase of 30 points in 5 Essentials: Supportive Environment.

### Guide for Restorative Approaches to Discipline

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

### Evidence, Measures, and Standards

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

### Parent and Family Partnership:

All schools have authentic partnerships with parents or family members that lead to a sense of shared responsibility for the academic,

Score

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.

- Need to find opportunities for families and parents to participate in activities in the school community. (Literacy/Math/Science/Health/Art nights)
- Have Healthy Kids Market available to all parents and families.
- Bring parents in for restorative conversations with their child during an infraction event.
- Have orientation for incoming 6th graders.
- Although Go CPS workshops were offered consistently, they were poorly attended.
- Parent Portal activation is very low.
- Use a variety of communication types for families to contact teachers- email, text and cell phone.
- Instagram, Website have been revamped and more user friendly and informative.
- During parent meetings we insure that there are translation supports when needed.
- Although we increased on our 5 Essentials survey, it was the lowest increase we saw. 6 point gain in the Involved Families category.

### Guide for Parent and Family Partnership

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

### Evidence, Measures, and Standards

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

School Excellence Framework Priorities

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

Goals

Required metrics (Elementary)

18 of 18 complete

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

Incremental growth from our actual 17-18 score.	62.00	78.00	70.00	80.00	83.00
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**National School Growth Percentile - Math**

Last year we exceeded our goal. Growth is where we expect to see continuous gains. It is also possible that after an initial dramatic increase, our scores will slow. That is why our goal is to grow from our ACTUAL SQRP 4 points this year, and 3the following.	42.00	76.00	70.00	80.00	83.00
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**% of Students Meeting/Exceeding National Ave Growth Norms**

Because we fell a little short of our goal last year, even after growing 10 points, I kept our goal for this year the same, increasing by an addition 3 points for SY 19-20.	51.80	61.70	65.00	65.00	68.00
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**African-American Growth Percentile - Reading**

N/A	(Blank)	(Blank)	0.00	0.00	0.00
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**Hispanic Growth Percentile - Reading**

Here we exceed our goal and grew 19 points. I would like to see us continue on that trajectory, but realize it will not be as ambitious of a goal. Here we would like to grow 4 points the first year, and 3 the next.	60.00	79.00	70.00	83.00	86.00
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**English Learner Growth Percentile - Reading**

This is dependent on the Access scores of our population, and the support they receive. I would like to see steady growth in this area, especially with our bilingual department and programs becoming stronger.	(Blank)	(Blank)	70.00	75.00	78.00
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**Diverse Learner Growth Percentile - Reading**

Serious area of concern for us, and there are many factors at play including testing accomodations for DL students and development of our DL teachers. With the addition of a reading interventionist, I believe that we can grow to at least 25% for our SQRP.	66.00	17.00	35.00	25.00	30.00
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**African-American Growth Percentile - Math**

NA	(Blank)	(Blank)	0.00	0.00	0.00
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**Hispanic Growth Percentile - Math**

This is an important metric for our school because it represents the large majority of our building. I would like to see this increase to 83% because our Tier I instruction is getting stronger.	39.00	78.00	70.00	83.00	85.00
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**English Learner Growth Percentile - Math**

This is also dependent upon the access scores of our newcomers.	(Blank)	(Blank)	70.00	83.00	85.00
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**Diverse Learner Growth Percentile - Math**

Serious area of concern for us, and there are many factors at play including testing accomodations for DL students and development of our DL teachers. With the addition of a reading interventionist, I believe that we can grow to at least 20% for our SQRP.	43.00	11.00	30.00	20.00	25.00
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**National School Attainment Percentile - Reading (Grades 3-8)**

We exceeded our goal, and will aim to grow incrementally by the same amount.	44.00	45.00	40.00	50.00	55.00
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**National School Attainment Percentile - Math (Grades 3-8)**

Incremental 4% points growth over the next 2 years.	39.00	41.00	43.00	45.00	48.00
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**National School Attainment Percentile - Reading (Grade 2)**

NA	(Blank)	(Blank)	0.00	0.00	0.00
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**National School Attainment Percentile - Math (Grade 2)**

NA	(Blank)	(Blank)	0.00	0.00	0.00
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**% of Students Making Sufficient Annual Progress on ACCESS**

I am excited to see this area really take off because of our efforts.	20.20	(Blank)	30.00	35.00	40.00
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**Average Daily Attendance Rate**

Keeping it above 95%.	94.50	94.40	95.50	95.00	95.50
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**My Voice, My School 5 Essentials Survey**

NA	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

0 of 0 complete

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

**Strategy 1**

If we do...

...then we see...

...which leads to...

If we focus on staff learning and experimentation around the different elements of differentiation for all students, including ELs and DLs to improve Tier 1 instruction.

then we see clusters of teachers working together and reflecting on their practices around one or more of the identified elements of differentiation.

Students will be more engaged in learning, and challenged appropriately.

Additionally, this will change staff culture and climate, creating a more collaborative and supportive environment.

increased teacher expertise, greater risk taking and greater student outcomes on SQRP, both in growth and attainment.

The increase in student engagement and tailored instruction will also decrease discipline referrals.

Tags:

Cognitive demand, Schedule, Class management, Data driven culture, Grade level tasks, Equitable access

Area(s) of focus:

1, 2, 3, 4

Action step

Responsible

Timeframe

Status

Provide classroom management workshops and targeted coaching

Administration  
Lead Teachers

Aug 27, 2018 to  
Jun 22, 2020

On-Track

**Professional development, Coaching, Classroom management**

Change schedule to provide 90 minute ELA and Math core content and bimonthly department meetings.

Administration

Aug 6, 2018 to  
Sep 24, 2018

Completed

**Scheduling, Master schedule, Department meetings**

Small group/guided practice workshops for teachers held during PD based on survey.

Administration

Aug 27, 2018 to  
Dec 21, 2018

On-Track

**Professional Learning, Small group instruction, Guided practice, Equitable access**

Purchase supplemental materials like BrainPop in English and Spanish	M. Byrne	Jun 25, 2018 to Sep 3, 2018	Not started
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**Technology stem, EI support, Science resources, Equitable access**

Increase parent communication through monthly workshops, events, newsletters, etc. to support academic, social and emotional learning	ILT	Aug 27, 2018 to Jun 22, 2020	Not started
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**SEL, Parent engagement**

Provide professional Learning about differentiation: addressing how the same content can be delivered at different levels of complexity so all kids can access it; break it down into its component parts.	ILT	Sep 3, 2018 to Jun 29, 2020	Completed
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**Professional Learning, Differentiated instruction, Depth of knowledge**

Develop teachers about differentiation within specific content. Call out how this work gives students equitable access to content.	ILT	select	Completed
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**Differentiation, Equitable access**

Develop teachers about differentiation within specific content. Call out how this work gives students equitable access to content.	ILT	select	Completed
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**Differentiation, Equitable access**

Lead professional development for ELA team using GAINS assessment items and text complexity to discuss cognitive demand of instruction, tasks.	Byrne	Sep 4, 2018 to Nov 20, 2018	On-Track
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**Professional Learning, Ela, Assessments, Cognitive demand**

Lead professional development for ELA team using GAINS assessment items and text complexity to discuss cognitive demand of instruction, tasks.	Byrne	Sep 4, 2018 to Nov 20, 2018	On-Track
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**Professional Learning, Ela, Assessments, Cognitive demand**

Attend Summits: Humanities & Math/ Science and share information with Department teams during meetings re: equitable access, cognitive demand.	Byrne, Carle, Hughes, Eck, Goldman, Sanchez	Oct 2, 2018 to Oct 3, 2018	Completed
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**Cognitive demand, Cps summits, Equitable access**

Attend Summits: Humanities & Math/ Science and share information with Department teams during meetings re: equitable access, cognitive demand.	Byrne, Carle, Hughes, Eck, Goldman, Sanchez	Oct 2, 2018 to Oct 3, 2018	Completed
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**Cognitive demand, Cps summits, Equitable access**

**Strategy 2**

If we do...

...then we see...

...which leads to...

If we implement pacing guides, grade level assessments and go through the process of item analysis	Teacher teams with a better understanding of grade level CCSS, and the process of item analysis and reteaching. Stronger horizontal	Instruction, assignments, formative assessments and expectations will be on grade level.
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and vertical alignment will develop and looping will be supported.

Students will take ownership of their learning and growth, understanding fully where they are in comparison to grade level expectations.

Student performance will increase in all content areas because of the exposure to more difficult content and regular assessments around CCSS.

**Tags:**

Curriculum, Ccss, Assessments, Cognitive demand, Summative assessment, Pacing guides, Formative assessments, benchmarks

**Area(s) of focus:**

1, 2, 3, 4

Action step	Responsible	Timeframe	Status
Create a school-wide master schedule that prioritizes department meetings	S. Carle and M. Byrne	Jul 2, 2018 to Aug 31, 2018	Completed
<b>Master schedule, Department meetings</b>			
Increase student self-efficacy through goal-setting and growth mindset strategy implementation.	S. Carle and R. Hughes	Aug 27, 2018 to Jun 22, 2020	On-Track
<b>Growth mindset, 1, Self-efficacy, Goal-setting</b>			
Professional Learning focused on Tier 1 Engaging Instruction: multiple learning styles, TPR (Total Physical Response), Questioning and Discussion Techniques and ESL strategies	All Staff	Sep 3, 2018 to Jun 22, 2020	On-Track
<b>Professional Learning, Esl, Engagement, Multiple intelligence, Question and discussion techniques, Equitable access</b>			
Professional learning on data driven instruction: item-level analysis, looking at student work protocols, grading, reteaching	All staff	Jan 28, 2019 to Jun 22, 2020	Not started
<b>Professional Learning, Cognitive demand, Grade system, Data analysis, Data driven instruction, Reteaching, Looking at student work, Item-level analysis</b>			
Review available resources for curriculum alignment. Purchase materials to create a common ELA and SS curriculum	ELA Committee	May 1, 2018 to Aug 31, 2018	Behind
<b>Curriculum Design, Ela, Curriculum maps, Pacing guides, Ss</b>			
Purchase GAINS assessments for all ELA teachers to be administered BOY.	ELA committee, Byrne	Jun 1, 2018 to Jun 20, 2019	Completed
<b>Ela, Assessments, Ddi, Ccss, Item analysis</b>			
Include protocols in all department meetings that promote discussion of grade level appropriate expectations. Looking at student work, CCSS alignment, using exemplars, text complexity	ILT, Administration	Oct 1, 2018 to Jun 20, 2019	On-Track
<b>Cognitive demand, Protocols, Text complexity, Looking at student work, Ccss alignment</b>			
Include protocols in all department meetings that promote discussion of grade level appropriate expectations. Looking at student work, CCSS alignment, using exemplars, text complexity	ILT, Administration	Oct 1, 2018 to Jun 20, 2019	On-Track
<b>Cognitive demand, Protocols, Text complexity, Looking at student work, Ccss alignment</b>			



If we do...

Expand our MTSS protocols to more efficiently provide appropriate delivery of interventions, consistent progress monitoring and communication with stakeholders.

...then we see...

Teachers learning and implementing ways of flexible grouping, data driven instruction, focused planning around student needs.

...which leads to...

Fewer referrals to special education, increased attainment and growth for all diverse learners, Tier II students and ELs across all grades and core content areas. These strong practices will also decrease behavior infractions.

Tags:

MTSS, Diverse Learners, Cognitive demand, Diverse learner teachers, English language learners, Interventions and supports, Diverse learning strategies, Equitable access

Area(s) of focus:

1, 2, 3, 4

Action step

Responsible

Timeframe

Status

Creation of an MTSS Committee, who meet regularly, tier students, provide intervention and progress monitoring support and manage referrals for MTSS and/or evaluations and support parent communication about students in MTSS.

S. Carle  
J. Trejo  
A. Farraj

Aug 6, 2018 to  
Sep 28, 2018

On-Track

**MTSS, Equitable access, Tier i**

Establish an online intervention resource library for Tier 2 and 3 academic and behavioral interventions

MTSS Committee

Sep 3, 2018 to  
Jun 22, 2020

Not started

**MTSS, Intervention, Aligned resources**

Professional learning for staff on MTSS framework, intervention workshops and small group instruction; including how to talk to students about tiered instruction

Staff

Aug 27, 2018 to  
Jun 22, 2020

On-Track

**MTSS, Professional Learning, Interventions, Cognitive demand, Small group instruction**

Provide parent workshops on MTSS and share strategies that support both academic and behavioral interventions that can be supported at home.

Staff

Sep 24, 2018 to  
Jun 22, 2020

Behind

**MTSS, Parent engagement, Academic supports, Home connection, Social emotional learning**

Hire a part time interventionist to support students receiving Tier 2 and Tier 3 interventions.

M. Byrne and hiring committee

Jul 2, 2018 to  
Aug 31, 2018

Cancelled

**MTSS, Interventionist**

Purchase leveled texts to support reading instruction

M. Byrne and PPLC

Jul 2, 2018 to  
Aug 31, 2018

Not started

**MTSS, Guided reading, Leveled books**

Research and review available progress monitoring programs that support literacy or math interventions. After a full review, purchase the most appropriate program.

PPLC

Aug 27, 2018 to  
Jun 29, 2020

Not started

**Interventions and supports**

Hire a reading interventionist to help during Reading, Science and SS classes with reading interventions.

M. Byrne and S. Carle

Jun 1, 2018 to  
Jun 30, 2018

Cancelled

**MTSS, Intervention, Small groups, Interventionsit**

Provide PD to teachers in department meetings about ZPD and Cognitive Demand.

Department meetings

Sep 1, 2018 to  
Oct 31, 2018

Completed

**Cognitive demand, Department meetings, Zpd**

Provide PD to teachers in department meetings about ZPD and Cognitive Demand.	Department meetings	Sep 1, 2018 to Oct 31, 2018	Completed
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**Cognitive demand, Department meetings, Zpd**

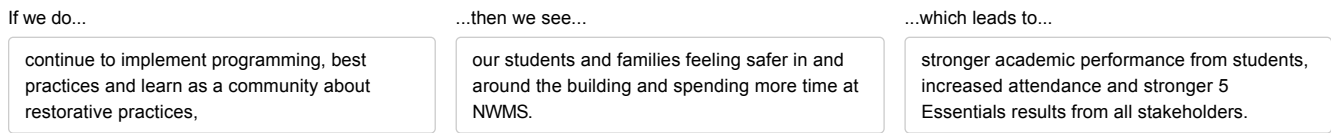
Attend MTSS District PD	Susan Carle, Julie Trejo, Amal Farraj	Sep 17, 2018 to Oct 8, 2018	Completed
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**MTSS, Professional development, Cognitive demand, Equitable access**

Attend MTSS District PD	Susan Carle, Julie Trejo, Amal Farraj	Sep 17, 2018 to Oct 8, 2018	Completed
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**MTSS, Professional development, Cognitive demand, Equitable access**

**Strategy 4**



Tags:  
Family and Community Engagement, Stakeholders, Social emotional learning, Restorative practices, On track data, Restorative approaches to discipline, Safety, Kindness

Area(s) of focus:  
2, 4, 5, 3

Action step	Responsible	Timeframe	Status
Provide ongoing professional learning in restorative practices for both staff and interested community members. This includes introductory training for new staff, more in depth training for experienced staff with topics that address awareness and concerns for all stakeholders.	Fabian Dominguez Kit Helaku	Aug 27, 2018 to Jun 22, 2020	Not started

**Professional development, Community, Restorative practices**

Include trainings on restorative practices in parent meetings. They should have a clear understanding of the process and be familiar with typical situations in which restorative practices are used.	Fabian Dominguez	Aug 27, 2018 to Jun 22, 2020	Not started
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**Parent engagement, Parent meetings, Restorative practices**

Establish a system to track ongoing restorative processes, peer conferences, provide restorative curriculum during in-school suspensions and track follow-up.	Fabian Dominguez	Aug 27, 2018 to Dec 21, 2018	Not started
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**Progress monitoring, Restorative practices**

Expand Second Step Curriculum to include online access. Implement curriculum with fidelity in all homerooms.	Fabian Dominguez	Aug 27, 2018 to Jun 22, 2020	On-Track
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**Technology, Curriculum, Second step, Social emotional learning**

Develop year long Attendance Plan for incentives and remediation.	Fabian Dominguez, Wendy Valdez and the exploratory team.	select	Not started
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Attendance plan

Develop year long Attendance Plan for incentives and remediation.

Fabian Dominguez, Wendy Valdez and the exploratory team.

select

Not started

Attendance plan

Action Plan

Strategy 1

ON-TRACK

Provide classroom management workshops and targeted coaching"

Aug 27, 2018 to Jun 22, 2020 - Administration Lead Teachers

Status history



ON-TRACK

May 14, 2018

Evidence

Domain 2 Growth Reduction in student logger reports

COMPLETED

Change schedule to provide 90 minute ELA and Math core content and bimonthly department meetings."

Aug 06, 2018 to Sep 24, 2018 - Administration

Status history



COMPLETED

May 14, 2018

Evidence

School schedule

ON-TRACK

Small group/guided practice workshops for teachers held during PD based on survey."

Aug 27, 2018 to Dec 21, 2018 - Administration

Status history



ON-TRACK

May 14, 2018

Evidence

Survey

NOT STARTED

Purchase supplemental materials like BrainPop in English and Spanish"

Jun 25, 2018 to Sep 03, 2018 - M. Byrne

Status history



NOT STARTED

May 14, 2018

Evidence

Budget

NOT STARTED

Increase parent communication through monthly workshops, events, newsletters, etc. to support academic, social and emotional learning"

Aug 27, 2018 to Jun 22, 2020 - ILT

## Status history

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May 14

NOT STARTED

May 14, 2018

**Evidence**

Calendar, website

COMPLETED

Provide professional Learning about differentiation: addressing how the same content can be delivered at different levels of complexity so all kids can access it; break it down into its component parts."

Sep 03, 2018 to Jun 29, 2020 - ILT

## Status history

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May 14

COMPLETED

May 14, 2018

**Evidence**

Agendas, calendars

COMPLETED

Develop teachers about differentiation within specific content. Call out how this work gives students equitable access to content."

-ILT

## Status history

ON-TRACK

Lead professional development for ELA team using GAINS assessment items and text complexity to discuss cognitive demand of instruction, tasks."

Sep 04, 2018 to Nov 20, 2018 - Byrne

## Status history

COMPLETED

Attend Summits: Humanities & Math/ Science and share information with Department teams during meetings re: equitable access, cognitive demand."

Oct 02, 2018 to Oct 03, 2018 - Byrne, Carle, Hughes, Eck, Goldman, Sanchez

## Status history

COMPLETED

Develop teachers about differentiation within specific content. Call out how this work gives students equitable access to content."

-ILT

## Status history

ON-TRACK

Lead professional development for ELA team using GAINS assessment items and text complexity to discuss cognitive demand of instruction, tasks."

Sep 04, 2018 to Nov 20, 2018 - Byrne

## Status history

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COMPLETED

Attend Summits: Humanities & Math/ Science and share information with Department teams during meetings re: equitable access, cognitive demand."

Oct 02, 2018 to Oct 03, 2018 - Byrne, Carle, Hughes, Eck, Goldman, Sanchez

## Status history

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### Strategy 2

COMPLETED

Create a school-wide master schedule that prioritizes department meetings"

Jul 02, 2018 to Aug 31, 2018 - S. Carle and M. Byrne

## Status history



COMPLETED

May 14, 2018

**Evidence**

Completed schedule

ON-TRACK

Increase student self-efficacy through goal-setting and growth mindset strategy implementation."

Aug 27, 2018 to Jun 22, 2020 - S.Carle and R. Hughes

## Status history



ON-TRACK

May 14, 2018

**Evidence**

Artifacts; meeting agendas and PD agendas

ON-TRACK

Professional Learning focused on Tier 1 Engaging Instruction: multiple learning styles, TPR (Total Physical Response), Questioning and Discussion Techniques and ESL strategies"

Sep 03, 2018 to Jun 22, 2020 - All Staff

## Status history



ON-TRACK

May 14, 2018

**Evidence**

Meeting agendas; Growth in REACH Domain 3b

NOT STARTED

Professional learning on data driven instruction: item-level analysis, looking at student work protocols, grading, reteaching"

Jan 28, 2019 to Jun 22, 2020 - All staff

## Status history

May 14

NOT STARTED

May 14, 2018

**Evidence**

Artifacts of learning, agendas, SQRP growth

BEHIND

Review available resources for curriculum alignment. Purchase materials to create a common ELA and SS curriculum"

May 01, 2018 to Aug 31, 2018 - ELA Committee

## Status history

May 14

BEHIND

May 14, 2018

**Problem**

**Root Cause**

**Next steps**

COMPLETED

Purchase GAINS assessments for all ELA teachers to be administered BOY."

Jun 01, 2018 to Jun 20, 2019 - ELA committee, Byrne

## Status history

May 14

COMPLETED

May 14, 2018

**Evidence**

Agendas, Item Analysis

ON-TRACK

Include protocols in all department meetings that promote discussion of grade level appropriate expectations. Looking at student work, CCSS alignment, using exemplars, text complexity"

Oct 01, 2018 to Jun 20, 2019 - ILT, Administration

## Status history

ON-TRACK

Include protocols in all department meetings that promote discussion of grade level appropriate expectations. Looking at student work, CCSS alignment, using exemplars, text complexity"

Oct 01, 2018 to Jun 20, 2019 - ILT, Administration

## Status history

### Strategy 3

ON-TRACK

Creation of an MTSS Committee, who meet regularly, tier students, provide intervention and progress monitoring support and manage referrals for MTSS and/or evaluations and support parent communication about students in MTSS."

Aug 06, 2018 to Sep 28, 2018 - S. Carle J. Trejo A. Farraj

## Status history

May 14

**ON-TRACK** May 14, 2018  
**Evidence**  
Agendas

**NOT STARTED** Establish an online intervention resource library for Tier 2 and 3 academic and behavioral interventions"  
Sep 03, 2018 to Jun 22, 2020 - MTSS Committee

## Status history

May 14

**NOT STARTED** May 14, 2018  
**Evidence**  
Google document

**ON-TRACK**  
Professional learning for staff on MTSS framework, intervention workshops and small group instruction; including how to talk to students about tiered instruction"  
Aug 27, 2018 to Jun 22, 2020 - Staff

## Status history

May 14

**ON-TRACK** May 14, 2018  
**Evidence**  
Agendas, School Calendar

**BEHIND**  
Provide parent workshops on MTSS and share strategies that support both academic and behavioral interventions that can be supported at home."  
Sep 24, 2018 to Jun 22, 2020 - Staff

## Status history

May 14

**BEHIND** May 14, 2018  
**Problem**  
Flyers, robo-calls, calendar, website  
**Root Cause**  
**Next steps**

**CANCELLED** Hire a part time interventionist to support students receiving Tier 2 and Tier 3 interventions."  
Jul 02, 2018 to Aug 31, 2018 - M. Byrne and hiring committee

## Status history

May 14

**CANCELLED** May 14, 2018  
**Problem**  
**Root Cause**  
**Next steps**

**NOT STARTED** Purchase leveled texts to support reading instruction"  
Jul 02, 2018 to Aug 31, 2018 - M. Byrne and PPLC

## Status history

May 14

NOT STARTED

May 14, 2018  
**Evidence**  
Budget

NOT STARTED

Research and review available progress monitoring programs that support literacy or math interventions. After a full review, purchase the most appropriate program."

Aug 27, 2018 to Jun 29, 2020 - PPLC

## Status history

May 14

NOT STARTED

May 14, 2018  
**Evidence**  
Materials, budget

CANCELLED

Hire a reading interventionist to help during Reading, Science and SS classes with reading interventions."

Jun 01, 2018 to Jun 30, 2018 - M. Byrne and S. Carle

## Status history

May 14

CANCELLED

May 14, 2018  
**Problem**  
**Root Cause**  
**Next steps**

COMPLETED

Provide PD to teachers in department meetings about ZPD and Cognitive Demand."

Sep 01, 2018 to Oct 31, 2018 - Department meetings

## Status history

COMPLETED

Attend MTSS District PD"

Sep 17, 2018 to Oct 08, 2018 - Susan Carle, Julie Trejo, Amal Farraj

## Status history

COMPLETED

Provide PD to teachers in department meetings about ZPD and Cognitive Demand."

Sep 01, 2018 to Oct 31, 2018 - Department meetings

## Status history

COMPLETED

Attend MTSS District PD"

Sep 17, 2018 to Oct 08, 2018 - Susan Carle, Julie Trejo, Amal Farraj



## Status history

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### Strategy 4

NOT STARTED

Provide ongoing professional learning in restorative practices for both staff and interested community members. This includes introductory training for new staff, more in depth training for experienced staff with topics that address awareness and concerns for all stakeholders."

Aug 27, 2018 to Jun 22, 2020 - Fabian Dominguez Kit Helaku

## Status history

---

May 14

NOT STARTED

May 14, 2018

**Evidence**

Reduction in referrals

NOT STARTED

Include trainings on restorative practices in parent meetings. They should have a clear understanding of the process and be familiar with typical situations in which restorative practices are used."

Aug 27, 2018 to Jun 22, 2020 - Fabian Dominguez

## Status history

---

May 14

NOT STARTED

May 14, 2018

**Evidence**

Surveys

NOT STARTED

Establish a system to track ongoing restorative processes, peer conferences, provide restorative curriculum during in-school suspensions and track follow-up."

Aug 27, 2018 to Dec 21, 2018 - Fabian Dominguez

## Status history

---

May 14

NOT STARTED

May 14, 2018

**Evidence**

Completed document and protocols.

ON-TRACK

Expand Second Step Curriculum to include online access. Implement curriculum with fidelity in all homerooms."

Aug 27, 2018 to Jun 22, 2020 - Fabian Dominguez

## Status history

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May 14

ON-TRACK

May 14, 2018

**Evidence**

Purchase order Curriculum assessment

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NOT STARTED

Develop year long Attendance Plan for incentives and remediation."

- Fabian Dominguez, Wendy Valdez and the exploratory team.

## Status history

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NOT STARTED

Develop year long Attendance Plan for incentives and remediation."

- Fabian Dominguez, Wendy Valdez and the exploratory team.

## Status history

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### Fund Compliance

## Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

## ESSA Program

ESSA Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

## Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

### Parent and Family Plan

#### Parent and Family Engagement Policy

Complete

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

The Parental input, review and revision of the parental involvement plan and policy, is continually sought throughout the year. The Parental Involvement Plan is provided to parents at the annual meeting- usually held in the Annual Meeting during the 3rd week of September. These guidelines are periodically updated throughout the year as needed to reflect the parental involvement needs and adjustments by Federal policies at monthly PAC 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

Historically the date for this meeting has been:  
The date of Annual NCLB Title I was September 25th at 8:30 am  
The Title I PAC Organizational meeting will also be held September 25th at 8:30 am

This will be up to the NCLB committee and the PAC committee to decide.

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.

Information related to Title I program, school curriculum, assessment tools and expected proficiency outcomes will be shared with families during the Annual Title I meeting held during the third week of September 2016. Any revisions or updates will be shared during monthly PAC meetings and also posted on the school website.

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.

Request made by parents for additional meetings will be honored with sufficient notice. Additionally, notices will be provided to all stakeholders through whole school distribution of invitation and agenda. Also this information will be posted and made available in the school office.

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.

Reports for PARCC and other federal / state and CPS assessments will be disseminated to parents as soon as we receive them. They are sent home with students to deliver to their parents. Families of EL students will also receive individual reports for the ACCESS test as soon as are available.

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.

A letter will be mailed to the homes of parents whose children have been assigned a teacher who not "highly qualified" in the specific subject area. These will be mailed as soon as the information is given to the 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.

The school will assist parents participating in the NCLB Title I to understand the state's academic common core standards, academic achievement standards, state and local assessments and the requirements of Title I (how to monitor their child's progress and how to work with educators). This will be achieved during the Annual Meeting, PAC meetings and workshop taking place at the monthly Title I meetings.

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.

The Title I / PAC budget will have a majority of the funds allotted placed in parent workshops. Parent workshops are held monthly throughout the school year and will cover relevant topics of literacy, parent portal access, social emotional, behavioral intervention, college readiness and financial preparation.

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.

The importance of working with parents as equal partners in the education of students and decision making-as well as specific strategies for building strong ties with parents-is shared with all staff during professional development allotted times throughout the year. Additionally time will be set aside for all homeroom teachers to reach out to parents before the start of the school year. The expectation will be for teachers and parents to remain in contact throughout the year. The Open House is another opportunity for teachers and parents to connect. This will take place in September for all grades. 6th grade orientation will take place in August. This will bring all incoming 6th graders and parents in to meet their teachers, learn expectations, and see the school.

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

All written communication will be translated into Spanish. Translation supports will be available whenever needed.

#### 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)

As a Probationary status school, the CIWP approval is highly recommended, but not mandatory. The school will continue make a good faith effort with the LSC in approving documents such as the CIWP and budget.

#### 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.)

Northwest Middle School is a safe, inclusive and nurturing community that has high expectations for students to become lifelong learners.

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.

Northwest Middle School will hold Parent -Teacher Conferences twice a year. The Report Card pick-up Parent -Teacher Conference will be held in classrooms by teams. The dates for Parent -Teacher Conferences are scheduled for :  
Wednesday, November 14, 2018  
Wednesday, April 10, 2019

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

Progress Reports:  
Will be distributed on October 5, 2018  
December 14, 2018  
March 8, 2019  
May 17, 2019

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

Northwest Middle School, Parents and Guardians can communication with Teachers individually or in teams through cps. Email, school website, or by telephone. Parents and Guardians can make an appointments to come in during the teacher's/team's preparation period if they are available at least four times a week. Translators are available.

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.

Northwest Middle School, Parents and Guardians should come into the school's Main Office, sign in and show proper ID. Parents and Guardians are then able to shadow their children throughout the school day.

Northwest Middle School, Parents and Guardians can fill out the Chicago Public Schools Parent Volunteer Packet. Once their application has been returned and the medical verification of being Tuberculosis free is given then the application is forwarded to the Chicago Public Schools Parent Volunteer / CPS Safety and Security Department. The Principal will receive a confirmation email from the Chicago Public Schools Parent Volunteer / CPS Safety and Security Department.

Afterward, Northwest Middle School, Parents and Guardians can come in to develop a schedule to assist in monitoring recess / lunch , assist teachers with small group instruction, chaperone on field trips and assist in school activities during and after school hours.

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

Northwest Middle School, Parents and Guardians are partners in their children's education. The responsibility of the Parents and Guardians is to call the school to relay their child's absences and send a note to verify that absences upon return. The Northwest Middle School, Parents and Guardians are encouraged at every parent meeting/workshop the importance of several key points: the reinforce of academic readiness, being respectful towards their classroom teachers, school staff, administration and their peers as well as their environment, and take responsibility for the completion of classroom and school assignments.

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

Northwest Middle School, Parents and Guardians will be encouraged to attend the NCLB/ESSA/PAC monthly meetings. At these meetings, Parents and Guardians will receive and review current CPS and State's Academic Standards, Academic Achievements, Student Attendance, School Curriculum, and Alternate prerequisites for student. All updates will be disseminated during the meeting and copies will be available the in the main office.

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).

Northwest Middle School, Students will be respectful of himself / herself, staff, and others. They will also be expected to abide by the CPS and Northwest Middle School rules and be prepared to engage in the daily educational activity as they focus on High School and College readiness.

**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.

This money has been allocated for parents, but it is up to the committees to follow the guidelines and make final decisions. As it stands, we have put 25% of the funds into refreshments, and the rest into supplies.

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

Account(s)	Description	Allocation
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 0 .00
53405	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 2630 .00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 876 .00
54125	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ 0 .00

54505 **Admission and Registration Fees, Subscriptions and memberships**  
For Parents use only.

\$	0	.00
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<p>54205</p>**Travel**  
Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.

\$	0	.00
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<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.

\$	0	.00
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<p>53510</p>**Postage**  
Must be used for parent and family engagement programs only.

\$	0	.00
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53306 **Software**  
Must be educational and for parent use only.

\$	0	.00
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55005 **Furniture and Equipment**  
Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.

\$	0	.00
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