



Ella Flagg Young Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
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02/02/2018	Bell, Sellers, Nelson, Catto, Little, Jones	Framework
04/06/2018	Bell, Jones, Christmas, Davis, Sellers, Ward, Sutton, Bell, Kyles	Strategies
04/04/2018	Bell, Nelson, Sellers	Goals
04/20/2018	Bell, Sellers, T. Jones, Anagnost, Catto, Sutton	Strategies and Goals
04/27/2018	Bell, Sellers, T.Jones, Sutton, Anagnost	Strategies and Goals
05/08/2018	Bell, Nelson, Sellers	Strategies, Goals and Parent Plan

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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The Ella Flagg Young school community is committed to creating a learning environment that cultivates that all students are to be independent readers and writers, creative thinkers and effective decision makers. Through an emphasis on literacy, mathematics, science and technology, students will acquire the necessary skills to be productive citizens in a global society. Learning is an enjoyable and rewarding experience. We believe that all students will leave Ella Flagg Young Schools with a deep appreciation of the value of a good education along with being college and career ready.

School's Vision and Mission is rooted in our belief that we are "Excited about Teaching and Learning." This message is shared regularly with students, staff and community through the student and staff handbooks, daily announcements, weekly bulletins, and at all grade level and committee meetings (LSC, ILT, etc.) There are regularly scheduled LSC and ILT meetings to discussion concerns and academic concerns and targets.

Five Essentials data rates Young's Performance in Effective Leaders as.....

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

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Currently, we are rated as "Effective" on the ILT Effectiveness Rubric. We are still utilizing the reconstructed way of how the ILT meetings were conducted from the previous year. This model was effective and the Teachers took ownership of the data and learning. Meetings are teacher lead and academically focused in a progressive manner. There is a collaboration among all grade levels from Pre-K to 8th on topics and action items for the next meeting. Teachers are responsible for various roles (motivator, facilitator, process observer, note taker and time keeper). At the end of the meeting there is a reflection on the process. ILT documentation is saved and recorded in a google folder that is shared with both the network and EF Young staff. ILT uses various protocols, including ATLAS, to analyze data (formative and summative), student work and share with teacher teams at grade level meetings. Standardized testing scores at MOY showed significant positive growth from BOY to MOY. 5 Essentials Data Ratings:

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

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

Professional Learning:

Score

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

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Teachers take part in REACH post conferences after observations and discuss ways to improve or use of different strategies. This year there were math non-evaluative observations conducted by the administration as well as Network personnel followed by feedback. Professional Development is scheduled for teachers prior to implementing a new curriculum. If teachers feel they need more PD, options are researched and shared. This year P-2 PD focus was around guided reading instruction, 3-5 teachers had PD for implementation of the Map Skills program for student intervention support and 6-8 teachers were provided Go Math PD as well as Science PD's on implementing NGSS and how to use in other curricula. All Teachers participated in science PD with our partnership with Peggy Notebaert Nature Museum. Teachers participated in PD on unit planning, Dibels, Mclass, IEP Writing and Implementation of guided math groups. All teachers attended relevant PD to enhance their knowledge of the program and their instructional strategies. During GLT's Teachers participated in Network lead PD based on math assessment as well as small groups and guided reading in literacy. They identify their next instructional steps using this data-driven process. An Administrator and ISL attend grade level meetings to support grade level teams. 5 Essentials Data Ratings:

Guide for Professional Learning

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> 8.2. Observes and Evaluates Staff and Gives Feedback to Staff 8a. Professional Development Provided for Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Teaching the Teachers ✓ Making Better Use of Research ✓ Upcoming Professional Learning Opportunities ✓ Framework for Teaching PD Modules

Aligned Resources:

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

Score

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CIWP team reflects on the results of the Five Essentials survey. On the Five Essentials, our school is Organized. There is a reflection student data by grade level and gender to address the needs and targets with grade levels, ILT and LSC. The state reports that Young has a 95% teacher retention rate. The following community partners assist with a variety of resources: TapRoots, Austin Voice, Chicago Cares, Student Mentoring Experience and Northeastern Illinois University,

Guide for Aligned Resources

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules
	✓ Teacher retention rates
	✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
	✓ Candidate interview protocol documents
	✓ List of community-based organizations that partner with the school and description of services
Measures	✓ Evidence of effectiveness of the services that community-based organizations provide
	✓ Budget analysis and CWP
Five Essentials	✓ Five Essentials
MTSS Framework	Effective Leaders, Collaborative Teachers
CPS Framework for Teaching	Shared Leadership, Curriculum & Instruction, Family & Community Engagement
CPS Performance Standards for School Leaders	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	✓ Aligning Resources with Priorities: Focusing on What Matters Most
	✓ Instructional Supports
	✓ Strategic Source Vendor List
	✓ CPS Instructional Time Guidelines: Elementary School Overview
	✓ CPS Instructional Time Guidelines: High School Overview
	✓ CPS Instructional Block Guidance: K-2 Literacy
	✓ CPS Instructional Block Toolkits: Math

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

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

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This is our third year implementing our Comprehensive Gifted Program which reflect high quality work and academic opportunities. Teachers collaborate with Literacy Coach and Gifted Coordinator and the District Gifted Representative on creating rigorous unit plans which is also shared with general education teachers and DL teachers. The whole building has been trained in using the current math curriculum Envision and Go Math which is common core aligned. There is an online math component that the students can utilize at home as well as in the classroom. Students are also utilizing IXL and Khan Academy across grade levels. The primary grades implement CLI (Children Literacy Initiative) strategies for the literacy curricula which promotes teacher student interactions that support students social emotional skills. Intermediate and Middle school literacy is novel based and basal supported. Teachers incorporate SEL strategies in most classroom activities. There is a reflection on the curriculum during grade level meetings, ILT meeting and individual opportunities. The teachers work together to implement a shared vision. High goals are set for quality instruction. All teachers collaborate to promote professional growth. Teachers are active partners in school improvement. They are also committed to the school.

Guide for Curriculum

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

Evidence, Measures, and Standards

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

Instructional Materials:

Score

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

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Each student has individual math tool kits to support math activities. Each teacher is equipped with a laptop/lpad to collaborate in meetings. All grade levels have their own laptop carts along with 2 computer labs and various other chrome books, laptop, and lpad carts to accommodate student learning. Through collaborative meetings with staff and community materials are identified with specific instructional goals in mind. GO Math! and Envision for grades K–8 offer an engaging and interactive approach to covering new state standards. Its seamless digital path and Write-in Student Edition ensure that students can access content at appropriate levels of depth and rigor that is Focused, Coherent and Rigorous.

GO Math!® is the first K–8 math program written to fully support new standards. GO Math! provides teachers with in-depth instructional support, embedded professional development videos and tips, and a wealth of differentiated instruction resources to ensure the depth of instruction required for student success.

The Next-Generation Solution

GO Math! at both the elementary and middle school levels combine 21st-century educational technology with modern content, dynamic interactivities, and a variety of instructional videos to engage today’s digital natives. Every student is supported through the universal access features of the program as they learn to think critically and apply their math knowledge. Whether using the innovative Online Student Edition or Write-in Student Edition, students have all the resources they need to succeed.

Comprehensive Teacher Support

GO Math! supports teachers through every stage of their instruction, from planning and implementation to assessment and remediation. The Digital Teacher Experience gives teachers access to a full suite of instructional resources—online or offline—on a variety of mobile devices. With HMH Player™, teachers can customize content and present interactive lessons to the entire class right from the app.

A Blended Approach to Instruction

We understand that classrooms and districts across the country are at different stages in the implementation of technology. While our new K–8 program features a strong digital system, it is also perfect for print or blended instruction, whether you are working with elementary- or secondary-level students. In other words, GO Math! is the perfect program with regards to curriculum and infrastructure. It meets you where you are and takes you where you want to be.

Guide for Instructional Materials

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

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

- Students understand that materials are a means to acquire language, knowledge, and competencies.
- Technology enhances students' higher order, creative thinking and problem solving.
- Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
 - Students make choices about instructional materials as part of learning.
 - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
 - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

Score

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Teachers are currently reviewing best practices on how to analyze student work to drive future instruction. Teacher grade books are reviewed biweekly to make sure appropriate standards are covered for the grade level and content area. There needs to more consistency with rigorous tasks assigned to students across grade levels. School wide students are utilizing math manipulatives to solve math problems. Teachers are urged to refer to the knowledge center for rigorous tasks and lessons. This current year was a push for small group instruction school wide. P-2 participated in professional development all year long that was tailored to their needs based on thorough observation on how to better support their needs of implementing guided reading. The focus of PD was on either strengthening system and structures or deepening understanding of content and tasks within the guided groups and small group tasks. Teachers engage in REACH conversations around planning and preparation which is reflected on that the lessons include knowledge of the students and their abilities. Lesson plans are encouraged to include student interest and choice to promote engagement.

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

Score

1 2 **3** 4

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

Students participate in high school fairs and visits. There is a partnership with Northeastern University where students participate in summer activities on the college campus for several weeks. During the school year students participate in after school activities that promote career choices later in life. Students participate in Art, Cooking and Dance programs through Northeastern. Eighth grade students participate in a mentoring program through the community called the Mentoring Experience. There is also an in school support of BAM, WOW and BET(Black Ensemble Theater). Young School has held career day for the last 8 years beginning with classroom visits from 8th grade down to primary grades. Middle school classrooms have a college corner in each classroom. College week was implemented last year to promote secondary education with a week of College research and visits from various colleges. Counselor has weekly meetings with seventh and eighth grade students about high school choices and future planning for college. Teachers have one on one academic conferences with students about college and career readiness. Currently we are in the early process of implementing a mentoring program called, Friends for the Children, for students starting at kindergarten that will follow them through college.

Guide for Transitions, College & Career Access & Persistence

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

(Transition to College (HS)) including, but not limited to academic planning/advising to assist with:

- Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
- Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
- Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
- Applying to multiple colleges—generally three or more.
- Navigating financial aid and capitalizing on grant and scholarship opportunities.
- Equipping students and families with persistence strategies. (College Persistence Toolkit)
- Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Navigation Ministry Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	<ul style="list-style-type: none"> Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	<ul style="list-style-type: none"> 2b. Establishing a Culture for Learning
CPS Performance Standards for	<ul style="list-style-type: none"> 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"> ✓ Enriching College ✓ CPS Advisory Framework ✓ Preventing college plans from melting away ✓ To & Through Project ✓ Reaffirming College & Career Readiness ✓ College Scorecard 	<ul style="list-style-type: none"> ✓ CPS College Persistence Toolkit ✓ Meaningful Linkages Between Summer Programs, Schools, and Community ✓ From HS to the Future (CCCR, 2004)

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

Score

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.

1 2 3 4

There has been a transition with the Comprehensive Gifted Program in the examination of tasks and assessments in their units. Teachers are provided support from the Literacy Coach on new ideas or concepts and how to implement them in a lesson. There has been a shift from lesson plans to preparing unit plans. P-2 has increased the implementation of guided math groups along with proper structures and systems in place to support the environment. Grades 3-8 are in the progress of implementing guided math groups with the support of Network personnel. Grades K-8th implemented a network math assessment to support implementation of the proper standards and assess students levels toward mastery of a skill. Grades K-8 were provided pacing guides and curriculum maps for math to support instruction.

Guide for Instruction

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

- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

The school participates in NWEA as a whole school assessment from second to eight grade in which they are provided a schedule to properly prepare for testing. For grades K-2 the assessment is Dibels and Mclass Math. There is also the ACCESS Test for our ELL students along with NWEA. We are currently using a school wide grading policy and grading scale. The grading policy specifically address the reduction of Ds and Fs along with increasing the school's on-track rate. Administration as well as selected Educators took part in PD on best practices on balanced assessments and grading policies. Teachers unit plans are required to have a variety of assessments to address the various learning styles of students. Teacher lesson plans are also to reflect formative and summative assessments. Teachers analyze the data of assessments individually and as a team in Grade Level Team meetings on a monthly basis. Teacher gradebooks are reviewed by administration on a weekly basis with a checklist to check for a balance of classwork activities and assessments along with checking for implementation of CCSS. Every 5 weeks grade level teams along with administration review and analyze off track data for each grade level.

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS* and *Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications.**
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit.
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
 - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across

- students, teachers, assessments, learning experiences, content areas, and time.
- Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

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

Multi-Tiered System of Supports:

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

Score

1 2 3 4

There has been the full implementation of MTSS School wide. There has been professional development on what the difference is between the tiers of instruction. All teachers have been trained on the Second Step Program. This school year 2017-2018 Universally Teachers have implemented MTSS in every grade level using the CPS Gradebook component. Every student has been exposed to Tier 1 instruction with other students being provided Tier 2 and Tier 3 instruction for a span of at least 4 weeks. Teachers monitor the progress of the interventions being provided and add notes to the students intervention log in the MTSS logging system or on a paper MTSS document. As a school, we developed our list of Tier 1, 2, and 3 interventions. Students have been provided supports in literacy, mathematics and social emotional learning. In grade level meetings teachers review on track and off track data every 5 weeks. Teachers discuss as a team possible solutions to improve off track students for literacy, math, science, social science and attendance. Attendance concerns and celebrations are discussed weekly at grade level meetings and ILT meetings. The administrative team, teachers and Attendance Clerk monitors the attendance daily using Dashboard and Gradebook attendance.

Guide for Multi-Tiered System of Supports

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use) ✓ Evidence of Personal Learning Plan (PLP) implementation ✓ Integrated data system that informs instructional choices ✓ Flexible learning environments ✓ Use of student learning plans ✓ Use of competency-based assessments ✓ Use of personalized learning rubric ✓ Evidence of On Track monitoring and supports
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating Knowledge of Students 1d. Designing Coherent Instruction 2d. Managing Student Behavior 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

Score

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

1 2 3 4

Teachers are encouraged to give different opportunities for students to make up failing grades and reduce zero's. We were rated strong ambitious instruction on the Five Essentials. We were also rated strong with students participating in classroom discussions that increase their critical thinking skills. (Narrative needed for student work) Grade level meetings are collaborative and everyone's opinion is respected and heard. Students have different support systems from outside resources like WOW, BAM and CME. Students participate in college visits to encourage them to go beyond high school and think of careers for themselves. Based on 2015-2016 SQRP students growth ranked in the 90th percentile. Teacher gradebooks are monitored on a weekly basis.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
<u>MTSS Framework: Curriculum & Instruction</u>	
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now: What? Materials to Support Improvement Planning	
<ul style="list-style-type: none"> ✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Competency Cycle v. 5.0 ✓ Social Emotional Learning Supports (cps.edu/sel) ✓ ASCA Mindsets & Behaviors 	

Relational Trust:

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

Score

1 2 **3** 4

Based on REACH evidence of domain 2 teachers and students are respectful of one another. Interactions between students are mostly appropriate along with the support of restorative practices. Reflection on My School My Voice surveys. The score for 5 Essentials was strong.

Guide for Relational Trust

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

Score

1 2 **3** 4

Students participate in after school programs and Saturday voluntary programs with BTB and Chicago Cares on a consistent bases. Students work in partnership with NEIU on constructing a school garden and beautification of the school. Students participate in basketball, volleyball, soccer, tennis, golf, and visual art clubs. Students participate in social emotional circles for student engagement and decision making.

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"> ▪ IIVNS Student Survey completion rates and results ▪ Artifacts from student-run organizations and events (including SVCA) ▪ Meeting minutes/agendas that include student participation ▪ Policies regarding student engagement in decision making ▪ Service learning reports and/or reflections of SL projects ▪ Unit and curriculum maps, rubrics, assessment artifacts ▪ Evidence of student work ▪ Democratic School recognition
Measures	<ul style="list-style-type: none"> ✓ 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 2b. Engaging Students in Learning
CPS Performance Standards for School Leaders	D2. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/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

Based on the evidence from the My School My Voice Survey students feel somewhat safe in parts of their learning environment (hallways, bathrooms, classrooms). However teachers and staff and students will create a better environment for all stakeholders to feel confident in a safe environment. Students participate in quarterly drills to prepare for an emergency situation. Each classroom has evacuation details and maps. Students have individuals from staff from the custodians to the Principal if they need to speak with someone about a problem. Safety protocols put into place for safe passage through the building and recess. Over 50% of our Teachers are rated Proficient or Distinguished in their practice of creating a safe environment for students on REACH.

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

Restorative Approaches to Discipline:

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

Score

1 2 3 4

Students at Ella Flagg Young encompass SEL in their daily classroom environment. SEL stands for Social Emotional Learning. Students also participate in Peace Circles to settle differences, discuss any issue or correct a situation. Taproots has provided a Restorative Practice Program since the 2016-2017 academic year. SEL has been a practice for the last ten years. Dashboard misconduct data indicates the out school suspensions are 3.19% .

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
 - A team meets regularly to organize systems that support a restorative environment.
 - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
 - Well-managed routines and transitions maximize instructional time.
 - Engage families as partners.
 - Contact families frequently to inform them of positive student behavior and progress.
 - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
 - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.

- Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
 - Use data to determine which behaviors should be retaught or more heavily reinforced.
- Explicitly teach expected behavior and positively reinforce consistently school-wide.
- Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
 - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
 - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
 - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors. Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
 - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
 - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
 - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
 - Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Evidence, Measures, and Standards

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

Parent and Family Partnership:

Score

1 2 3 4

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

Young School takes pride in communicating effectively with parents and families. We utilize daily/weekly Call Logs, Weekly Go for the Gold, Classroom Dojos, and Progress Reports. Parents and students have access to parent/student portal to stay up to date on grades, consents have been collected for parents to receive Robo Calls which are utilized to pass on important information regarding school closings or school events. There are weekly parent meetings in the Parent Engagement Center which allows parents to research varied techniques to support their child academic success or receive information on various topics. The 5 Essentials score for Involved Families was strong indicating the importance of parent-teacher trust, parent involvement in school and parent influence on decision making in school.

Guide for Parent and Family Partnership

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

- Information is provided to parents in their native language.
- Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

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

Goals

Required metrics (Elementary)

18 of 18 complete

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

We would expect to see growth in the SY18 and SY20 due to Teachers implementing common unit plans that include rigorous tasks with objectives that are aligned to the state standards using the NWEA continuum, guided reading, small group instruction, CCSS aligned assessments, Tier 1,2,3 instruction and data driven instruction. Use of strategies that target reading comprehension, the study of Greek and Latin Roots, Sight word Initiative, Analysis of text through close reading, Reading across content areas, an emphasis on novel reading in grades 3-8, adherence to the literacy block, consulting the literacy curriculum and planning maps provided in the Knowledge Center as well as the implementation of MTSS to support the National School Growth Percentile in Reading. There will be an incorporation of technology using Read Theory and Common Lit. In addition to careful review of off-track data every 5 weeks.

95.00	46.00	55.00	65.00	72.00
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National School Growth Percentile - Math

It is expected to see growth with the implementation of the current math curriculum Envision and Go Math, use of the Math Pacing Guide, creating classroom environments of numeracy, small group instruction, structured math blocks, use of the Knowledge Center for Math resources and support, use of MAP Skills, an on going system of assessments and data driven instruction to see growth in math in SY18 and SY20. Students will be provided math support in math boot camp in all grade levels for tier 3 instruction. Teachers implementing guided math groups along with MTSS assessing students formally and informally will maximize student achievement. School wide math initiative of implementation of math manipulatives weekly. There will be an incorporation of technology using Khan Academy as well as the online component of the math curriculum. This will also include careful review of off track data every 5 weeks.

72.00	28.00	45.00	72.00	76.00
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% of Students Meeting/Exceeding National Ave Growth Norms

It is expected to see growth in the percentage of students meeting and exceeding the national growth norms due to the support of math boot camps in all grade levels, data driven instruction, Literacy support in particular grades, Accelerated units of study for gifted classrooms, Project base learning grades 6-8, personalized learning for students who show readiness for advancement, support of advocates through pull-out instruction, and the implementation of a school wide grading policy along with teacher collaboration.

58.60	47.30	55.00	60.00	65.00
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African-American Growth Percentile - Reading

It is expected to see growth in African American growth in reading percentage due to the extra literacy support provided by the literacy coach in particular grade levels as well as units of study that address the works and accomplishments of African Americans and units of study that African American students identify with. Use of the Afro American Unit on the Knowledge Center, use of culturally related text, Growth will also be the result of the collaboration of teachers in ILT meetings, GLT meetings, Analysis of student work, implementation of guided reading and writing on various topics and strategies. The implementation of the MTSS tool school wide and the progress monitoring of such tool along with teacher consistent use of the grading policy should also yield growth in Reading for African American students.

We would expect to see growth in the SY18 and SY20 due to Teachers implementing common lesson plans that include rigorous tasks with objectives that are aligned to the standards using the NWEA continuum, guided reading, small group instruction, CCSS aligned assessments, Tier 1,2,3 instruction and data driven instruction. Use of strategies that target Reading comprehension, the study of Greek and Latin Roots, Sight word Initiative, Analysis of text through close reading, Reading across content areas, an emphasis on novel reading in Grades 3-8, adherence to the literacy block, consulting the literacy curriculum and planning map provided in the Knowledge Center as well as the implementation of MTSS to support the National School Growth Percentile in Reading. There will be an incorporation of technology using Read Theory and Common Lit. In addition to careful review of off-track data every 5 weeks.

94.00	42.00	50.00	65.00	70.00
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Hispanic Growth Percentile - Reading

It is expected to see a growth in Hispanic growth percentage in Reading due to General education teachers collaborating with the ESL teacher consistently in creating lessons or unit plans that incorporate Wida standards aligned with CCSS. Teachers will be provided PD on providing MTSS for bilingual students. ESL Teacher will collaborate with General education Teacher on student quarterly progress.

We would expect to see growth in the SY18 and SY20 due to Teachers implementing common lesson plans that include rigorous tasks with objectives that are aligned to the standards using the NWEA continuum, guided reading, small group instruction, CCSS aligned assessments, Tier 1,2,3 instruction and data driven instruction. Use of strategies that target Reading comprehension, the study of Greek and Latin Roots, Sight word Initiative, Analysis of text through close reading, Reading across content areas, an emphasis on novel reading in grades 3-8, adherence to the literacy block, consulting the literacy curriculum and planning map provided in the Knowledge Center as well as the implementation of MTSS to support the National School Growth Percentile in Reading. There will be an incorporation of technology using Read Theory and Common Lit. In addition to careful review of off-track data every 5 weeks.

97.00

85.00

25.00

50.00

65.00

English Learner Growth Percentile - Reading

It is expected to see a growth in English Learner Growth percentage in reading due to General education teachers collaborating with the ESL teacher in creating lessons or unit plans that incorporate Wida standards and the use of strategies and interventions specified for individual students in their particular areas of need. Teachers will be provided PD on implementing MTSS for bilingual students.

(Blank)

(Blank)

75.00

80.00

85.00

Diverse Learner Growth Percentile - Reading

It is expected to see growth in reading for Diverse Learners due to Adhering to IEP goals, PD on writing IEP's, collaboration of general education teacher and team teaching model, support from Network personnel Ms. Blankenship during IEP meetings to insure proper proceedings and review of IEP's, Network personnel support in supporting Diverse Learner Teachers in REACH domains and coaching. Case Manager Training and close analysis of written IEP section 7. Implementation of inclusion in grades K-2.

99.00

64.00

34.00

46.00

54.00

African-American Growth Percentile - Math

There should be an increase in African American growth math percentage due to implementation of the current and familiar math curriculum implemented along with tier 2 and tier 3 supports put in place. Teachers are transitioning from lesson plans to unit plans with the collaboration of grade level teams and Network support. Students participating in pull out sessions with support staff to improve academic achievement. Grade levels analyze student work as a team and continue implementing small group instruction, guided math and structured math blocks. Teachers will attend professional development for the math series currently being implemented, and use of online resources with the math curriculum. Along with the implementation of Khan Academy and the online component of the math series.

It is expected to see growth with the implementation of the current math curriculum Envision and Go Math, use of the Math Pacing Guide, creating classroom environments of numeracy, small group instruction, structured math blocks, use of the Knowledge Center for Math resources and support, use of MAP Skills, an on going system of assessments and data driven instruction to see growth in math in SY18 and SY20. Students will be provided math support in math boot camp in all grade levels for tier 3 instruction. Teachers implementing guided math groups along with MTSS assessing students formally and informally will maximize student achievement. School wide math initiative of implementation of math manipulatives weekly. There will be an incorporation of technology using Khan Academy as well as the online component of the math curriculum. This will also include careful review of off track data every 5 weeks.

68.00

27.00

70.00

76.00

80.00

Hispanic Growth Percentile - Math

Implementation of the current math curriculum along with tier 2 and tier 3 supports put in place. Teachers are transitioning from lesson plans to unit plans with the collaboration of grade level teams and ESL Teacher to integrate Wida Standards along with CCSS. Students participating in pull out sessions with support staff to improve academic achievement. Grade level teams analyzed data as a team and begin development of implementing small group instruction. Teachers will be provided PD on MTSS for bilingual students and review of off track data every five weeks of Hispanic students.

95.00

53.00

60.00

70.00

80.00

It is expected to see growth with the implementation of the current math curriculum Envision and Go Math, use of the Math Pacing Guide, creating classroom environments of numeracy, small group instruction, structured math blocks, use of the Knowledge Center for Math resources and support, use of MAP Skills, an on going system of assessments and data driven instruction to see growth in math in SY18 and SY20. Students will be provided math support in math boot camp in all grade levels for tier 3 instruction. Teachers implementing guided math groups along with MTSS assessing students formally and informally will maximize student achievement. School wide math initiative of implementation of math manipulatives weekly. There will be an incorporation of technology using Khan Academy as well as the online component of the math curriculum. This will also include careful review of off track data every 5 weeks.

English Learner Growth Percentile - Math

With implementation of the current math curriculum along with tier 2 and tier 3 supports put in place there will be an increase in the growth in math EL percentile. Teachers have transitioned from lesson plans to unit plans with the collaboration of grade level teams and ESL Teacher to integrate Wida Standards along with CCSS. Students will participate in pull out sessions with support staff to improve academic achievement. Grade level teams analyzed data as a team and began development of implementing small group instruction. Teachers will be provided PD on MTSS for bilingual students and review Learner off track data and Access scores.

(Blank)

(Blank)

60.00

70.00

80.00

Diverse Learner Growth Percentile - Math

Adhering to IEP goals, Differentiation in instruction, rigorous tasks. objectives aligned to CCSS standards, use of NWEA continuum, collaboration of general education teachers and team teaching model should support an increase in the math growth percentile of Diverse Learner students. Inclusion of Paraprofessional support for identified students. It is expected to see growth with the implementation of the current math curriculum Envision and Go Math, use of the Math Pacing Guide, creating classroom environments of numeracy, small group instruction, structured math blocks, use of the Knowledge Center for Math resources and support, use of MAP Skills, an on going system of assessments and data driven instruction to see growth in math in SY18 and SY20. Students will be provided math support in math boot camp in all grade levels for tier 3 instruction. Teachers implementing guided math groups along with MTSS assessing students formally and informally will maximize student achievement. School wide math initiative of implementation of math manipulatives weekly. There will be an incorporation of technology using Khan Academy as well as the online component of the math curriculum. This will also include careful review of off track data every 5 weeks.

40.00

40.00

55.00

65.00

72.00

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

Due to the support of the Literacy Coach, ISL, professional development, small group instruction, targeted intervention, NWEA Learning Continuum, use of new NWEA tools (Insight Report, Student profiles, Map skills) review of offtrack data we should see an increase of 6 percentage points in school attainment in reading in grades 3-8.

40.00

37.00

43.00

46.00

49.00

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

Using the current math curriculum, math professional development, NWEA Learning Continuum, Common lesson plans, rigorous tasks, objectives aligned to standards, analyzing student work monthly, analyzing student data weekly, small group instruction, Technology support through NWEA Map skills, MTSS, weekly grade level meetings reviewing offtrack data every five weeks it is expected to see an increase of at least 16 percentage points in math in grades 3-8. It is expected to see growth with the implementation of the current math curriculum Envision and Go Math, use of the Math Pacing Guide, creating classroom environments of numeracy, small group instruction, structured math blocks, use of the Knowledge Center for Math resources and support, use of MAP Skills, an on going system of assessments and data driven instruction to see growth in math in SY18 and SY20. Students will be provided math support in math boot camp in all grade levels for tier 3 instruction. Teachers implementing guided math groups along with MTSS assessing students formally and informally will maximize student achievement. School wide math initiative of implementation of math manipulatives weekly. There will be an incorporation of technology using Khan Academy as well as the online component of the math curriculum. This will also include careful review of off track data every 5 weeks.

20.00

17.00

33.00

45.00

50.00

National School Attainment Percentile - Reading (Grade 2)

It is expected that 2nd grade national Attainment will increase due to the implementation of the Comprehensive Gifted Program, Literacy Coach support, sight word initiative, P-2 literacy initiative, flexible grouping, progress monitoring with fidelity and weekly data review, there should be an increase of at least 13 percentage points in 2nd grade reading.

31.00	31.00	44.00	57.00	67.00
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National School Attainment Percentile - Math (Grade 2)

It is expected that 2nd grade Attainment percentile in math will increase due to implementation of the Comprehensive Gifted Program, current math curriculum, small math groups, implementation of district wide NWEA math support (Mapskills) and progress monitoring with fidelity it is expected to see an increase of at least 19 percentage points in math attainment for 2nd grade.

It is expected to see growth with the implementation of the current math curriculum Envision, use of the Math Pacing Guide, creating classroom environments of numeracy, small group instruction, structured math blocks, use of the Knowledge Center for Math resources and support, use of MAP Skills, an on going system of assessments and data driven instruction to see growth in math in SY18 and SY20. Students will be provided math support in math boot camp in all grade levels for tier 3 instruction. Teachers implementing guided math groups along with MTSS assessing students formally and informally will maximize student achievement. School wide math initiative of implementation of math manipulatives weekly. There will be an incorporation of technology using Khan Academy as well as the online component of the math curriculum. This will also include careful review of off track data every 5 weeks.

7.00	9.00	28.00	40.00	60.00
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% of Students Making Sufficient Annual Progress on ACCESS

With small group instruction, collaboration between general education teachers and ESL Teacher, use of Wida standards, educating general education teachers on what Access is will support an increase of 5 percentage points on the progress of ACCESS.

31.30	(Blank)	37.00	40.00	42.00
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Average Daily Attendance Rate

Training for the attendance coordinator, attendance store, attendance incentives, The walking School Bus, Student Check-in Check-out, home visits, phone calls, parent buy-in, Quarterly Award Assemblies, Grade Level celebrations, daily attendance posted outside each classroom door, ILT root cause and solution sessions, constant review of Dashboard data, Off Track Data review every 5 weeks, Weekly meetings for attendance celebrations, parent meetings to educate parents on the importance of attendance, and Robo calls should help increase the attendance percentage by 1

94.50	94.20	95.00	96.00	96.00
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My Voice, My School 5 Essentials Survey

It is expected that we will be rated well organized in the 5 Essential Survey due to Strong teacher collaboration, Administrative involvement, safety structures in place, welcoming environment for completing survey, parent buy-in, and over 50 percent completion of Teacher completion of the survey.

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

1 of 1 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
Improve School Wide Attendance					
Improve school wide attendance through parent education and incentive programs targeting parents, students and/or guardians of the primary grades. Offer field experiences as an incentive to target intermediate and middle school students.	94.50	94.30	95.00	96.80	97.00

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

implement vertically aligned scope and sequence aligned to Common Core Standards for grades 2-8 in mathematics using materials, paraeducators, and professional development

increased coverage of CCSS math standards, differentiated instruction, vertical planning across grade levels, collaborative discussions on instructional trends and challenges, and effective

Student attainment for grade 2 on the NWEA will increase from 9% to 25% which will reflect a 16% gain. Grades 3-8 will increase by 10% from 28% to 38% in growth on the NWEA in math. Student

strategies that are working in most grade levels that can be adapted to other grade levels

attainment for grades 3-8 on the NWEA will increase from 17% to 30% which will reflect a 13% gain. Vertical planning insures that instruction is differentiated for students' readiness by grade band and overall achievement is the end result.

Tags:

Differentiated instruction, Standards, Guided math, Math assessments, Math strategies

Area(s) of focus:

1, 2, 3, 5

Action step

Responsible

Timeframe

Status

Teachers will participate in vertical planning and participate in team meetings weekly to develop lessons that are vertically aligned to the standards across grade levels.

Teachers
Administration
Literacy Coach
Network Support

Sep 3, 2018 to
Jun 30, 2020

Behind

Planning, Data driven instruction, Common core state standards, Vertical alignment

Consistent implementation of the math pacing guide P-2 will implement guided math with fidelity on a daily basis. 3-8 will implement guided math dependent upon effective implementation of system and structures.

Teachers
Administration

Sep 3, 2018 to
Jun 30, 2020

Behind

Small group instruction, Pacing guides, Ccss mathematics, Math professional development, Math planning

Teachers will attend professional development on implementing guided math. Guide student instruction based in their IEP goals and strategies.

Teachers, Sped
Teachers
Administrators,
Literacy coach, and
Case manager

Sep 4, 2018 to
Jun 30, 2020

On-Track

Diverse Learners, Small group instruction, Math night, Math resources

Middle School will focus on implementing more GRR opportunities and the Teacher is more of a facilitator .

Middle School
Teachers and
Administration

Sep 4, 2018 to
Jun 30, 2020

Behind

Gradual release of responsibility, Student to student discourse, Middle school

Teachers will use MAP Skills, various texts and resources to support students on differentiated instruction of skills to achieve mastery.

Teachers, Literacy
Coach, and
Administrators

Sep 4, 2018 to
Jun 30, 2020

Not started

Instructional Coaching, Instructional resources, Nwea learning, Online programs

More analysis of student work using a protocol through analyzing student work individually and as a grade level.

Teachers,
Administrators, literacy
coach, and network
support staff

Sep 4, 2018 to
Jun 30, 2020

On-Track

Professional development, Grade level teams, Instructional leadership team

Strategy 2

If we do...

continuously align resources such as time (i.e. schedules), budget (teachers, instructional materials, technology, paraeducators, miscellaneous employees) community partners (Northeastern Illinois University, Youth Guidance, Chicago Cares, etc.)

...then we see...

a shift in academic achievement and use of social emotional learning concepts and restorative practices

...which leads to...

An increase in MOY and EOY NWEA results, independent student driven inquiry, and global exposures to cultural experiences (fine and culinary arts)

Tags:

Academic gain, Balanced literacy, Books, Academic achievement, Behavior expectations, Academic interventions, Afterschool activities

Area(s) of focus:

2, 3

Action step	Responsible	Timeframe	Status
Teachers and paraeducators will use scheduled time with fidelity targeting specific academic content incorporating CCSS	Teachers, administrators and paraeducators	Sep 4, 2018 to Jun 30, 2020	Not started

Data, Interevention, Literacy and math blocks, Insructional planning, Objectives, Instrucion

instructional materials will target content areas implementing the CCSS focusing on guided reading and guided math, impact student based interests and increase growth in overall learning.	Teachers, paraeducators, and administration	Sep 4, 2018 to Jun 30, 2020	On-Track
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Classroom assignments, Academic success

Provide opportunities for collaboration between teachers, students, and external partners	Teachers, external partners, and administration	Sep 4, 2018 to Jun 30, 2020	On-Track
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SEL, Student enrichment, Goal setting, Behavior intervention

Strategy 3

If we do...

Implement a variation of assessments(oral, student work, online, projects,teacher created) according to student needs and are aligned to the CCSS,

...then we see...

Increase of student mastery of skills and standards, differentiation of instruction, increased student engagement

...which leads to...

Better test scores in the class and on district wide assessments. There will be an increase in student attainment across grade levels and data informed instruction.

Tags:

Assessments, Data driven instruction, Standards based grading, Skill mastery

Area(s) of focus:

1, 4

Action step	Responsible	Timeframe	Status
Common assessments per grade level and Teacher created assessments submitted prior to assessment given	Teachers Admin	Sep 4, 2018 to Jun 30, 2020	Behind

Data driven instruction, Balanced assessment, Aligned assessments, Academic performance, Baseline data

Review results of pre and post assessments to check for student growth and mastery every 5 weeks. This will be compared to Off track data from Dashboard every 5weeks	Teacher Admin	Sep 4, 2018 to Jun 30, 2020	Behind
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Common planning time, Assessment data, Off track data

Strategy 4

If we do...

Implement Character education along with PBIS program Second step in a consistent manner along with incorporating the classroom Circle Handbook activities

...then we see...

A positive shift in the behavioral climate of all stakeholders will be evident

...which leads to...

More affirmative outcomes of conflict resolutions and positive feedback on the 5 Essentials Survey.

Tags:

Culture, Social emotional learning, Character education

Area(s) of focus:

2, 3

Action step	Responsible	Timeframe	Status
Middle school students will participate in student advisory weekly	Teacher and counselor	Sep 4, 2018 to Jun 30, 2020	On-Track

High school readiness, Life skills, College and career readiness

Teacher implements Second Step curriculum weekly in grades K-8.	Teacher, administration and counselor	Sep 4, 2018 to Jun 30, 2020	Behind
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SEL, Casel, Positive interactions

Introduce the Classroom Circle Handbook Curriculum	Counselor and trained teachers	Sep 4, 2018 to Jun 30, 2020	Not started
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SEL, Communication, Team building

Strategy 5

If we do...

implement guided reading instruction with consistency and fidelity, with an emphasis on weekly targeted skills and vocabulary instruction, (i.e. sight words, academic language, Greek and Latin roots) for all grade levels

...then we see...

teacher differentiated instructional practice improvement in Reading instruction, and student achievement improvement on the NWEA growth targets for each student, along with collaborative discussions in the academic environment.

...which leads to...

Student attainment for grade 2 on the NWEA will increase from 31% to 50% which will reflect a 19% gain. Grades 3-8 will increase by 10% from 46% to 56% in growth on the NWEA in Reading. Student attainment for grades 3-8 on the NWEA will increase from 37% to 50% which will reflect a 13% gain. In grades K and 1 the goal is to increase the strategic students by 25%.

Tags:

Literacy/Reading, Guided reading, Reading interventions, School wide reading

Area(s) of focus:

1, 3, 5

Action step

Consistent implementation of the components which include reading vocabulary, writing, and oral fluency. P-2 will implement guided reading with fidelity on a daily basis. 3-8 will implement guided reading dependent upon effective implementation of system and structures.

Responsible

Teachers
Literacy coach
Administration

Timeframe

Sep 4, 2018 to Jun 30, 2019

Status

On-Track

Reading strategies, Reading workshop, Reading night

Middle School will focus on implementing more small group literacy instruction along with increased GRR opportunities where the teacher is more of a facilitator .

Teachers
Literacy coach
Administrators

Sep 4, 2018 to Jun 30, 2019

Not started

Literacy curriculum, Gradual release of responsibility, Middle school

Action Plan

Strategy 1

BEHIND

Teachers will participate in vertical planning and participate in team meetings weekly to develop lessons that are vertically aligned to the standards across grade levels."

Sep 03, 2018 to Jun 30, 2020 - Teachers Administration Literacy Coach Network Support

Status history



BEHIND

May 18, 2018

Problem

GLT Agenda Unit/Lesson Plans Assessments Student Data

Root Cause

Next steps

BEHIND

Consistent implementation of the math pacing guide P-2 will implement guided math with fidelity on a daily basis. 3-8 will implement guided math dependent upon effective

implementation of system and structures."

Sep 03, 2018 to Jun 30, 2020 - Teachers Administration

Status history



BEHIND Oct 29, 2018
Problem
Educators don't have system and structures in places for proper rotation of groups.
Root Cause
Educators are conflicted with what the students away from them should be focused on and concerned about behavior.
Next steps
Discuss the system and structures currently in place and do peer observations.

ON-TRACK May 18, 2018
Evidence
GLT Agenda Unit/Lesson Plans Assessments Student Data

ON-TRACK Teachers will attend professional development on implementing guided math. Guide student instruction based in their IEP goals and strategies."
Sep 04, 2018 to Jun 30, 2020 - Teachers, Sped Teachers Administrators, Literacy coach, and Case manager

Status history



ON-TRACK May 18, 2018
Evidence
Professional Development Plan, agenda

BEHIND Middle School will focus on implementing more GRR opportunities and the Teacher is more of a facilitator ."
Sep 04, 2018 to Jun 30, 2020 - Middle School Teachers and Administration

Status history



BEHIND May 18, 2018
Problem
Teacher and student observations
Root Cause
Next steps

NOT STARTED Teachers will use MAP Skills, various texts and resources to support students on differentiated instruction of skills to achieve mastery."
Sep 04, 2018 to Jun 30, 2020 - Teachers, Literacy Coach, and Administrators

Status history



NOT STARTED Nov 09, 2018
Evidence
Use of Map Skills, Go Math and Khan Academy

ON-TRACK Nov 09, 2018
Evidence

COMPLETED Nov 09, 2018
Evidence
Teachers implemented Map Skills last school year to differentiate instruction in reading and math. Teachers will continue to use Map Skills as a way to support students and differentiate supports based on the learning continuum.

BEHIND May 18, 2018
Problem
online data
Root Cause

Next steps

ON-TRACK More analysis of student work using a protocol through analyzing student work individually and as a grade level."
Sep 04, 2018 to Jun 30, 2020 - Teachers, Administrators, literacy coach, and network support staff

Status history



ON-TRACK May 18, 2018
Evidence
Agendas, GLT, ILT, professional development workshops

Strategy 2

NOT STARTED Teachers and paraeducators will use scheduled time with fidelity targeting specific academic content incorporating CCSS"
Sep 04, 2018 to Jun 30, 2020 - Teachers, administrators and paraeducators

Status history



NOT STARTED May 18, 2018
Evidence
Student data

ON-TRACK instructional materials will target content areas implementing the CCSS focusing on guided reading and guided math, impact student based interests and increase growth in overall learning."

Sep 04, 2018 to Jun 30, 2020 - Teachers, paraeducators, and administration

Status history



ON-TRACK May 18, 2018
Evidence
Student data

ON-TRACK Provide opportunities for collaboration between teachers, students, and external partners"
Sep 04, 2018 to Jun 30, 2020 - Teachers, external partners, and administration

Status history



ON-TRACK May 18, 2018
Evidence
Attendance, performances

Strategy 3

BEHIND Common assessments per grade level and Teacher created assessments submitted prior to assessment given"
Sep 04, 2018 to Jun 30, 2020 - Teachers Admin

Status history



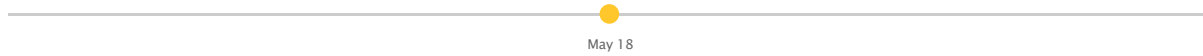
BEHIND May 18, 2018
Problem
Student data
Root Cause
Next steps

BEHIND

Review results of pre and post assessments to check for student growth and mastery every 5 weeks. This will be compared to Off track data from Dashboard every 5weeks"

Sep 04, 2018 to Jun 30, 2020 - Teacher Admin

Status history



BEHIND May 18, 2018
Problem
Root Cause
Next steps

Strategy 4

ON-TRACK Middle school students will participate in student advisory weekly"
Sep 04, 2018 to Jun 30, 2020 - Teacher and counselor

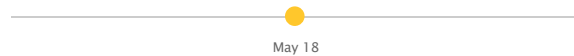
Status history



ON-TRACK May 18, 2018
Evidence
Projects

BEHIND Teacher implements Second Step curriculum weekly in grades K-8."
Sep 04, 2018 to Jun 30, 2020 - Teacher, administration and counselor

Status history



BEHIND May 18, 2018
Problem
Use of Second Step language and positive behavior charts
Root Cause
Next steps

NOT STARTED Introduce the Classroom Circle Handbook Curriculum"
Sep 04, 2018 to Jun 30, 2020 - Counselor and trained teachers

Status history



NOT STARTED May 18, 2018
Evidence
Professional Development agenda

Strategy 5

ON-TRACK

Consistent implementation of the components which include reading vocabulary, writing, and oral fluency. P-2 will implement guided reading with fidelity on a daily basis.

3-8 will implement guided reading dependent upon effective implementation of system and structures."

Sep 04, 2018 to Jun 30, 2019 - Teachers Literacy coach Administration

Status history

May 18

ON-TRACK

May 18, 2018

Evidence

Agendas, GLT, ILT, professional development workshops

NOT STARTED

Middle School will focus on implementing more small group literacy instruction along with increased GRR opportunities where the teacher is more of a facilitator ."

Sep 04, 2018 to Jun 30, 2019 - Teachers Literacy coach Administrators

Status history

May 18

NOT STARTED

May 18, 2018

Evidence

Agendas, GLT, ILT,

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

ESSA Program

ESSA Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy

Complete

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

Ella Flagg Young will hold monthly NCLB/ PAC meetings. The information and agenda items will be provided to the school community prior to the meeting. NCLB PAC committee will hold special periodical meetings to discuss and review possible revisions of the NCLB Title I school parent involvement policy. Parents will be provided with on-going NCLB PAC information through monthly parent meetings, LSC Meetings and IEP evaluations. NCLB PAC information will be publicly accessible in the main office, school website, and during Report Card Pick-UP Days.

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

Ella Flagg Young School will have an annual meeting at a convenient time for parents and community. A survey regarding NCLB PAC information will be distributed giving parents an opportunity to have their voice heard. The school time and location of the meeting will be posted on the school monthly calendar, a NCLB PAC parent/guardian invitational flyer will be provided as well as on the school's marquee. The school will also invite parents to the NCLB PAC meetings at a time in which NCLB PAC committee has agreed upon. This will ensure that all parents will have the opportunity to attend. The Annual NCLB meeting will be held September 2018. The Organizational NCLB PAC meeting will also be September 2018.

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.

Ella Flagg Young parents/guardians will have an opportunity via email, personal hand written note and/or conversation to provide comments, ask questions, make suggestions and voice concerns regarding educational practices at Young School. Parents and guardians will receive information regarding comments, questions, suggestions and concerns. Parents who actively participate will be informed and trained in the appropriate goals necessary for their child to succeed. Through NCLB PAC and LSC meetings parents/guardians will be able to make better choices about attendance, special needs and instruction at home. The E. F. Y Parent Engagement Center will be available as a center of communication.

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

Parents will be provided with educational information at the "Open House" on the third Thursday in September. During this time, PowerPoint Presentations, pamphlets, flyers and specific assessment data from the previous school year will be discussed. Information such as grade level preparedness, NWEA Scores, PARCC Scores will be distributed. Individual student assessments information will be distributed throughout the school year by the teachers and discussed at Report Card Pick-Up. All parents are invited to NCLB PAC meetings and Local School Council Meetings.

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.

Ella Flagg Young will assist parents with requesting a meeting with the principal regarding the qualification of teachers. The school will provide parents at "Open House" in September 2018 with information on "highly qualified teachers" as defined in the Title I Final Regulations. Parents of students that are taught by a teacher who is not "highly qualified" will be sent notification via US Postage mail. Parents will have an opportunity to conference with the teacher who is not "highly qualified" with an administrator being present if necessary.

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.

Ella Flagg Young will provide a workshop for parents in understanding the state's academic content standards; the state's student academics achievement standards; the state and local academic assessments. Ella Flagg Young will provide parents with their child's Progress Reports on the 5th, 15th, 25th, and 35th weeks of school in addition to Report Cards provided on the 10th, 20th, 30th, and the last day of the school year. The Report Card data is rooted in the Common Core State Standards. NWEA results will be provided to parents 3 (BOY, MOY, EOY) times per year. The results of the NWEA will indicate the student's mastery of the Common Core NWEA results will be provided to parents three times per year (BOY, MOY and EOY). K - 2. All parents will be provided DIBELS, mClass Math and TRC.

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.

Ella Flagg Young will provide morning and evening meetings and implement training workshops to assist parents in working with their children to improve their child's academic achievement.
Parents will consult with teachers during the September "Open House" and on Report Card Pick-Up Days for Kindergarten through 8th grades students.
Parents will also connect with teachers and staff Fall and Spring "Family Nights".
Parents will also have the opportunity to make an appointment to meet with teachers during the teacher's preparation time.
Parents may request appointments in person at the office, with a written note, email, text or a phone call.
Parents also have the option to consult with teachers through the CPS Parent Portal.
Ella Flagg Young School's Local School Council will provide all community members with monthly updates at their regular meetings.
Ella Flagg Young School will provide parents opportunities to participate in parent workshops. A literacy training workshop will be offered to parents in the Fall.
Parents are encouraged to assist with class activities including mentoring, assisting with student projects and participating in field trips.

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.

Ella Flagg Young will recruit parents to volunteer through meetings, activities and workshops to become equal partners with teachers and staff to help build ties that will excel the student's education. Parents may volunteer in several ways: chaperone class field experiences, judge science fair, award ceremonies parent safety patrol, join the NCLB PAC and the Bilingual Advisory Committee.
Teachers and Staff will be trained on effective communication with parents in all phases of school operations.
All parents will be made to feel a part of their child's educational process.
On staff development days teachers will be informed of the CPS policy regarding parent involvement.
Teachers will make it a priority to communicate with the parents/and or guardians of their students during the month of September.
Teachers will also ensure that parents are informed of homework, classroom assignments and attendance.
Teachers and Staff will increased communication between school/home relations with the most current home/cellular phone numbers.

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.

Ella Flagg Young will provide monthly training and workshops that can assist parents with participating and understanding the importance of Early Childhood Development Education. The E. F. Young Headstart instructional programs will be addressed by teachers have expertise and endorsements in those grade in Early Childhood. The appropriate Network and Central Office coordinators will offer all parents training and development on how to be effective in giving their child a strong foundation in wanting to learn, and explaining to them the importance of learning. Any instructional materials and supplies will be introduced and provided to parents to assist their children at home. The Literacy Coach will be available to talk with parents on Reading, Writing and Math strategies that will prepare them for the K -8 instruction.

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.

Ella Flagg Young will provide information in writing and verbally related to the school and parent programs and activities translated in their native language while meetings are in session. All school calendars, pamphlets, flyers, and even telephone correspondence will be made and delivered in a parent-friendly manner, for effective communication. All parent information will be approved by a school administrator before being distributed to parents/and or guardians.

Policy Implementation Activities

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

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

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

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

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

N/A

School-Parent Compact

Complete

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

The Ella Flag Young school community is committed to creating a learning environment that cultivates that all students are to be independent readers and writers, creative thinkers and effective decision makers. Through an emphasis on literacy, mathematics, science and technology, students will acquire the necessary skills to be productive citizens in a global society. Learning is an enjoyable and rewarding experience. We believe that all students will leave Ella Flagg Young Schools with a deep appreciation of the value of a good education along with being college and career ready. School's Vision and Mission is rooted in our belief that we are "Excited about Teaching and Learning." This message is shared regularly with students, staff and community through the student and staff handbooks, daily announcements, weekly bulletins, and at all grade level and committee meetings (LSC, ILT, etc.) There are regularly scheduled LSC and ILT meetings to discussion concerns and academic concerns and targets.

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.

Ella Flagg Young will provide parents with parent-teacher conferences during report card pick up days, November 14, 2018 and April 10, 2019 or appointment dates convenient for both teacher and parents which will take place before, during (preparation period) or after school.

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

Ella Flagg Young will distribute progress reports the 5th week of each quarter addition to quarterly Report Cards. The Report Card data is rooted in the Common Core Curriculum. NWEA results will be provided to parents 3 times per year. The results of the NWEA will indicate the student's mastery of the Common Core State Standards for English Language Arts and Mathematics and will be indicated by a numeric level on the report card. DIBELS, mClass Math results will be provided to parents three times per year for grades K - 2. Parents of student with disabilities will meet annually with their child's team of service providers to update the child's Individualized Education Plan. The school's counselor will be available to meet with parents of 8th grade students, as requested, to enable the High School Application and Registration processes.

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

Ella Flagg Young will invite parents may request appointments in person at the office, with a written note, email, text or a phone call. Parents also have the option to consult with teachers through the CPS Parent Portal. Ella Flagg Young School's LSC will provide all community members with monthly updates at their regular meeting to establish partnership with parents.

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

Ella Flagg Young School will provide parents opportunities to volunteer and participate in their children's classes. Parents are encouraged to assist with class activities including mentoring, assisting with student projects, participating in field trips and helping to set up classroom displays. NCLB/PAC will provide a parent development workshops to assist all parents in creating modern and innovating ways to encourage their children in sharing the responsibility for improved student academic achievement.

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

Parents will support their child's learning by monitoring attendance, sight words (K-2), academic vocabulary and encourage 20 minutes of reading a day. Parents will monitor homework, provide encouragement for classwork and assessment success. Parents will have the opportunity to use the CPS Parent Portal to receive daily updates about their child's attendance and academic progress. Parents will attend the quarterly awards assemblies. Parents will be provided with training opportunities in the Parent Engagement Center through workshops.

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

Parents will participate in decisions relating to the education of their children through engagement of the NCLB meetings and LSC meetings. Parents are also encouraged to participate in 5 Essentials school survey. Parent will have the opportunity to consult with the administrative team daily. Parents will participate in the NCLB Parent Advisory Council Meeting (PAC) and Local School School Council.

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).

Students will share in the responsibility of improved academic achievement by having good attendance (95%), class preparation. Young School students will share the responsibility for improved student academic achievement. Students will come to school prepared with supplies and assignments completed, displaying a positive and engaging attitude. Students will access the CPS Student Portal to monitor their own academic and attendance achievement. All students will self-monitor their academic, social, and attendance achievement through feedback provided along with participating in quarterly awards assemblies. Students will have the opportunity to reflect on their own progress by participating in conferences with their teachers.

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.

Ella Flagg Young's NCLB /PAC ultimate goal is to increase parent participation through monthly meetings incorporating different activities, workshops and attending parent development conferences. This will promote growth and unity in our school as well as the community. To nurture parental involvement and development by providing workshops in line with the school's priority goals. Parent and Guardian Classes will be offered for technology and computer usage. We will also offer classes with guest speakers to help with academic stress. E. F. Y Parent Engagement Center will be hosted where parents and guardians can attend classes taught by Lyon Teachers on reading and math topics.

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

Account(s)	Description	Allocation	
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$	Amount .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$	Amount .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	Amount .00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$	Amount .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$	500 .00
<p>54205</p>	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	4200 .00
<p>54565</p>	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$	1000 .00
<p>53510</p>	Postage Must be used for parent and family engagement programs only.	\$	Amount .00
53306	Software Must be educational and for parent use only.	\$	Amount .00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$	Amount .00

