



Johann W von Goethe Elementary School / Plan summary

## 2018-2020 plan summary

### Team

Name	Role	Email	Access
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Team meetings

Date	Participants	Topic
02/07/2018	Whole staff attendance flex pd	SEF Self-evaluation
02/14/2018	Grade Level Meeting all teacher teams and administration	Continued SEF completion
02/21/2018	Grade Level Meeting all teacher teams and administration	Evidence submission for SEF ratings
03/01/2018	Team meetings after school all teacher teams present including ILT and administration	Goal setting for CIWP
03/16/2018	Social Emotional Learning Team and administration	Goal setting for CIWP
04/02/2018	Social Emotional Learning Team, ILT, and administration	Goal setting for CIWP
04/03/2018	Social Emotional Learning Team, ILT and administration	Goal setting for CIWP
04/05/2018	Meeting with CIWP Teams	Actions Items
04/12/2018	Meetings w/ SEL/ ILT/ MTSS Teams for CIWP	Action Items
04/19/2018	Met ISL to review and EL Team	Action Items

School Excellence Framework

## Leadership & Collective Responsibility:

Score

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

1 2 3 4

Administration encourages teachers to take leadership roles (BHT, MTSS, DOK, SEL etc.)  
5Essentials "strong" ratings in Effective leaders and Collaborative Teachers  
Administration, staff, and instructors spend a significant amount of time sharing, learning, and explicitly addressing the needs and identity of our majority and minority students and their experiences.  
The message of "Bucketfilling" is communicated verbally, in writing, on a weekly, if not daily basis  
Significant training and support for restorative practices lead the school year and are points of continuous reference in working with students  
Advisory is part of the curriculum for the middle school students adapted and launched this school year.  
Teacher leaders from 5th and 7th grades were chosen to lead district summit p.d.  
Teacher leads from each subject meet and work to form the ILT working on our school improvement  
Teacher leaders have engaged in outside professional development partnerships with MSI, Brookfield Zoo, Lincoln Park Zoo,  
The MTSS team has created a system and shared the work with the staff providing p.d at the beginning of the year and grade team/admin meetings  
The Science Team has lead P.D. and family stem nights and on Saturdays  
The art team has received the Creative School Distinguished award  
The SEL team has been noted as an Established SEL school  
SQRP Rating for Attainment in Reading and Math is above average  
Instructors are encouraged to continue to train in their disciplines and bring back relevant and current best practices to the rest of the team.  
All school-wide programs are driven and supported by small groups of invested staff who implement and continue to drive the process/vision. Examples- SEL team, DOK team, Scott Neil/Jonathan Bens-Ivy, bilingual team, Math Team, Science Team, MTSS team and BHT  
Observations include explicit use of REACH framework to guide instructional practices and coaching for improvements

## Guide for Leadership & Collective Responsibility

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

## Evidence, Measures, and Standards

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

### Instructional Leadership Team:

Score

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

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5Essentials for Effective Leaders is Strong and Collaborative leaders Very Strong

We have agendas, calendars, and protocols that are followed

The work of the ILT reviews data

The Science ILT has evaluated the school science and in two years has grown from emergency to established

Teacher/Admin meetings have an agenda and sign in

ILT subject teams meet and have agendas

Teachers implement thinking routines and submit and share evidence during team meetings

-All teachers read Making Thinking Visible to create a shared understanding of goals and strategies to meet the goals

-All teachers participated in school walk throughs in order to assess progress towards the cycle of learning to achieve deeper levels of DOK activities

-Team meetings are irregular, for example BHT and SEL meets regularly, but DOK meets less frequently. Some grade level teams meet consistently and some do not.

DOK team works to create a path towards rigor of thinking, collaboration, and inquiry

-Weekly meetings and weekly teacher reflections are used to evaluate data, report out, share successes, strategies, best practices

-small wins are recognized and celebrated

Each Content Subject is a team that presents P.D. to the staff

The SEL Team has established a mentoring system, adopted advisory for middle school SEL RATING ESTABLISHED

The BHT Team has provided the staff with a referral system to identify and provide supportive counselling to our students in need

The Science team has been part of a two year partnership with the Museum of Science and Industry and have launched STEM science p.d for staff and families

The science team has teachers enrolled in the Brookfield Zoo and Lincoln Park Zoo partnerships

The Math Team has established a pacing guide for all teams to track teaching throughout the year

They coordinate Math Score which is a program to build foundational math skills for our students

Each ITL Subject team has provided P.D. at the beginning of the year and in the Nov. and Feb. P.D. to drive our curricular work and initiatives.

### Guide for Instructional Leadership Team

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

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ ILT Effectiveness Rubric Score</li> <li>✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes)</li> <li>✓ Evidence that work of ILT has contributed to positive outcomes for students and staff</li> <li>✓ Teacher team agendas/minutes reflective of ILT focus</li> </ul>
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	<a href="#">Shared Leadership, Evaluation of MTSS</a>
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4d. Growing and Developing Professionally</a> <a href="#">4e. Demonstrating Professionalism</a>
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	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Instructional Leadership Team Planning Tools</a></li> <li>✓ <a href="#">PLC and Mentoring Coaching Resources</a></li> </ul>

### Professional Learning:

Score

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

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Evidence of P.D. Plan shows a yearly calendar with meetings and agendas  
 Goal is to raise the rigor Unit plans being developed this year will engage students in level 3-4 DOK activities.  
 Learning Walks have tracked increase in student DOK work levels from 1 to now 2-3  
 Teaching Framework shows growth in domain 3 for 3b and 3c moving from basic to proficient  
 SQRP Attainment is above Average  
 5 Essentials Rating for Leadership and Instruction is Strong

CPS does not always allow embedding of key ideas throughout years to ensure teachers maintain consistency of focus areas (ex: guided reading, close reading, responsive classroom); CPS changes these focus areas suddenly and at times without explanation of why and/or how well we actually met goals  
 -Closing gap on priority groups not part of whole-school discussion of priorities  
 -teachers are given the autonomy to attend PDs  
 -Teaches share out their learning with other teachers  
 The school has been on a two year plan with the intent to study and learn about the HESS MATRIX and move the teaching and planning to include more level three and four thinking routines  
 In the second year, teachers have received beginning of the year training to develop units of study with scope and sequence development across all content areas. The P.D has been ongoing and supported by the NETWORK ISL and Scott Neil of LEAD 180  
 The bilingual staff has been involved in the professional development work provided by Karen Beeman and supported by Network 4 to strengthen the bilingual program and develop a consistent scaffold to support English acquisition over time  
 The science team has had professional learning via partnerships with MSI, Brookfield Zoo, Lincoln Park Zoo  
 The language arts, math, social studies teachers have attended the summit meetings and two of the L.A. teachers were selected as presenters at the summit  
 MSI workshops given to science leads at each grade level and have moved our school-wide science program so all grades are planning and implementing science inquiry in their classes  
 Brookfield Zoo workshops given to 10 teachers representing various grades throughout the school with coaching follow-up which observes teachers implementing NGSS standards

## Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
  - Use data to identify performance and practice gaps to inform PL plan.
  - Use research about best practices to identify potential learning and subject matter experts to support.
  - Solicit feedback from staff to inform selection of PL opportunities.
  - Provide PL relevant to the cultural and linguistic needs of students.
  - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
  - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
  - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.

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

## Evidence, Measures, and Standards

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

### Aligned Resources:

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

### Score

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- Flexibility for teachers to modify schedule/groupings
- Hiring process is a collaborative process with teams having input
- Teams are balanced and work well together (middle school)
- Lots of outreach and opportunities for families to work together.

Partnerships with:

- Museum of Science and Industry
- Lincoln Park Zoo
- Brookfield Zoo
- BITS SPACE
- Parent Mentor Program with Logan Square
- Parent Group Friends of Goethe is a strong partner that supports school throughout the year
- School Posts Weekly Bulletins and Schedules
- Strong Ratings in Teacher Framework for Domain 4 Proficient and Distinguished
- 5 Essentials Rating Strong

Money spent to purchase supports for SEL with the position of a S.W.

Money Spent for the Parent Mentor Program to provide 15 parents to support small group learning in our classes

Money spent for additional classroom supports for areas of need

Community in Schools are tapped for programs that support Middle school

Out Reach to Ravinia to bring one cultural music art presentation to 3-6th grade students

Poet visits 7th 8th for Social Justice and L.A.

Parent Gardening Program has brought master gardeners to the school with a grant from LOWES for community gardening with 4th and 5th graders redoing the previous rain garden

Partnership with local businesses and community for fundraising to support our after school program

Parent Group Raises Funds to support our programs Friends of Goethe

Funds spent for the professional development training and resources for teachers to develop scope and sequence and units of study for coordinated curriculum across the content areas

Funds spent to support differentiated software programs in Math, with Math Score, Language Arts : Achieve 3000, Compass Learning, Raz Kids, Newsela and Membean

Each week teachers have daily common preps for planning within their grade teams

Partnerships with museum and zoos have provided teachers with professional learning and coaching supports in their classrooms to launch the development of NGSS science activities throughout the school grades k-8.

Software differentiation programs of support to students at all levels of reading and math.

## Guide for Aligned Resources

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

## Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

**Curriculum:**

Score

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

Rating of STRONG on 5E

Units currently being written with specific emphasis on cross-curricular learning and a range of DOK activities; vertical alignment is an area to consider in the process of aligning Scope and Sequence. Rated on the 5 E's: Ambitious Instruction.

Developed units include a big idea and an essential question that tie to objectives and standards. Differentiation is imbedded into each unit. Opportunities for projects written into units that are at DOK levels three and four.

Student choice for independent reading is encourages based on lexile levels and interest. Chosen texts reflect student interests and levels

SEL committee meets weekly and provides monthly standards-aligned activities for K-5 via a monthly newsletter implemented into unit and lesson plans

Framework for Teaching Domain 3a-3c proficient to distinguished

Domain 2 very strong throughout the school

Teachers use scope and sequence to guide instruction in subjects:

Reading, Math, Science, Writing, S.S.

School Wide units for African American and Latin American Studies

Math curriculum for k-8 is coordinated with full pacing guides for each grade

Math Score is a differentiated math software program that provides grade level topic lists, is coordinated by the math team and tracked on a weekly basis with shout outs given each Friday where winning rooms receive trophies

Science STEAM initiative launched in the past two years with science being taught throughout the school in grades k-8

Integrated Science team has done an internal evaluation of our science program and has worked to move our level from emerging to established

Science STEAM Family nights and Saturdays were planned for the school during the past two years

CODING taught in tech classes

**Guide for Curriculum**

- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
  - Focus so units can be adequately addressed in the time available.
  - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
  - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
  - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools'



- across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
  - Diverse learners to demonstrate core knowledge and skills.
  - English Learners to develop academic language to demonstrate mastery.
    - Use English and native language development standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- **Integrate academic and social emotional learning.**
- **Connection to real world, authentic application of learning. For example,**
  - Provide opportunities for meaningful project-based learning.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
- - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
  - Curriculum is tailored to the strengths, needs, and interests of each student.

## Evidence, Measures, and Standards

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

### Instructional Materials:

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

Score

1 2 3 4

SQRP Data for Attainment and Growth is above average  
Software programs provide differentiated personal learning opportunities for all students in reading, math, L.A.  
Fiction and Non Fiction texts are balanced lesson planning following C.C.S.

5 E's Ambitious Instruction is Strong

All students have a chromebook assigned for their personal use. Online platforms used to support classroom instruction in the disciplines of reading, math, science and social studies. Technology currently used for skill development; more emphasis on higher order thinking and synthesis is an area to consider. Programs include Raz Kids, Compass Learning, Mathscore, Go Math and Grab and Go, Achieve, Reading Live, NEWSELA,  
Teacher autonomy high; teachers are free to adapt curriculum and make instructional choices as necessary and appropriate  
Technology is used with a purpose to enhance learning and personalize learning programs in math and reading as well as learn and do coding  
Resources are abundant; principal and parent groups are supportive of teachers when additional resources are needed FOGS (Friends of Goethe supports the school with fundraisers for school needs)  
Librarian is supportive of teachers seeking books and other resources for their units; teachers are continually looking to expand their units to make them more engaging through multimedia learning opportunities  
Bilingual teachers need to translate often and spend extra time finding Spanish resources such as read aloud and Spanish writing templates.  
Varied assessments are used to incorporate different modalities (write a song, draw a picture, give a speech, etc)  
Book Room filled with sets of :novels, plays, picture books  
Leveled book room with English and Spanish leveled books for guided reading  
Basal Reading and Math programs in English and Spanish  
Writing Curriculum for K-8 Lucy Calkins' Writing Workshop  
SEP UP SCIENCE for 6-7-8 grades  
Software programs for reading, L.A. and math for all levels from k-8

## Guide for Instructional Materials

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

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

## Evidence, Measures, and Standards

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

**Rigorous Student Tasks:**

Score

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

1 2 **3** 4

School Walk Through shows growth in DOK levels of activities in classrooms on the rise from level one to two and three  
 Students are involved in Collaborative Conversations with Essential Questions driving the conversations  
 SQRP Data for Attainment and growth above average

School mission includes collaborating, aiming high, and perseverance.  
 Deeper thinking and reflections in language arts and math, moving away from sole focus on journeys and digging deeper with authentic texts in fiction and non fiction  
 STEM challenge displays and animal dioramas on display in hall and presented to classes  
 Students guide social studies and STEM units with their interests and inquiries  
 We encourage students to have agency and think like mathematicians, scientists, writers, and readers  
 -Positive “Can Do” attitude in all classes  
 -Peer editing/Writing workshops  
 -Informational text embedded throughout each unit  
 -Achieve 3000 and NEWSELA support differentiation for non fiction reading  
 Rated STRONG in following areas of 5E: Ambition Instruction, Supportive Environment; Collaborative teachers

**Guide for Rigorous Student Tasks**

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

## Evidence, Measures, and Standards

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

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

Score

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

1 2 **3** 4

Advance math program for students in grades 5-8 to prep for high school  
 Successful transition out of special education services (percentage of LRE co teaching opportunities has increased as defined following ISBE guidelines).  
 High School expectations clearly defined  
 Visits and tours to High Schools for 8th grade classes  
 Consistent messaging of how work/habits/attitude in 7/8 can affect college work  
 Mindset discussions reminding students that college is available to everyone  
 Collaborative, communicative staff who works closely with parents and families at all levels  
 Career Projects done and displayed in June Career Fair  
 Host High School Fair at our school  
 High School Visits sponsored by the 8th grade team

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

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

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Data on college visits and college fair information</li> <li>✓ Naviance Identity Data</li> <li>✓ Scholarships earned</li> <li>✓ Artifacts, plans, or timelines related to successful transitions structures</li> <li>✓ To &amp; Through data</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ College Enrollment, Persistence, Drop Out, and Attendance Rates</li> <li>✓ Early College and Career Credentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Supportive Environment</li> </ul>
MTSS Framework	<a href="#">Curriculum &amp; Instruction, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<a href="#">2b. Establishing a Culture for Learning</a>
CPS Performance Standards for	<a href="#">C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</a>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> <li>✓ <a href="#">Everything College</a></li> <li>✓ <a href="#">CPS Advisory Framework</a></li> <li>✓ <a href="#">Preventing college plans from melting away</a></li> <li>✓ <a href="#">To &amp; Through Project</a></li> <li>✓ <a href="#">Reaffirming College &amp; Career Readiness College Scorecard</a></li> </ul>	<ul style="list-style-type: none"> <li>✓ <a href="#">CPS College Persistence Toolkit</a></li> <li>✓ <a href="#">Meaningful Linkages Between Summer Programs, Schools, and Community</a></li> <li>✓ <a href="#">From HS to the Future (CCSR, 2006)</a></li> </ul>
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

### Instruction:

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

Score

1 2 **3** 4

Small group learning is evident in reading, math, and writing in all classrooms  
Across the school teachers are focused on questions and strengthening their planning using essential questions to drive student discussion  
Weekly reflections show data aligned to next steps and analysis of lesson implementation  
5 Essential Data on Ambitious Instruction, Effective Leaders, and Supportive Environment as all STRONG  
REACH Trends show upward movement

Cross content learning is evident

- Idea of agency being developed and a constant goal
- Working towards both instructors ESL endorsed
- Work together to support all learners
- Building questioning strategies that scaffold from one grade to the next
- Working to develop cohesive writing program that is vertically aligned
- Constantly Working together to create vertically aligned curriculum
- DOK training
- Clear scaffolding to DOK Levels
- Working towards vertical alignment
- Differentiation is managed through leveled text and task complexity
- Differentiation is held as best-practice
- Assessment and progress monitoring recognized as weakness in most instructors
- Assessments created for different modalities
- After school clubs, support, extend learning
- Creating/fostering student agency is a constant topic- working towards more student-led classrooms
- Working towards gradual release of responsibility and agency through 7-8
- Rubrics and tasks are differentiated for students ability/Level
- Academic language is intentionally embedded into every day
- Trama work informs classroom behavior management and is separate from academic work
- Work closely with SEL and counseling team to develop strategies and supports
- MTSS team supports and meets with grade levels and individual as needed

## Guide for Instruction

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

## Evidence, Measures, and Standards

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

Score

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.

1 2 3 4

Assessment Calendar is followed for the school  
 Teachers input grades into Gradebook  
 Admin reviews grades by all teachers quarterly  
 Teachers grade the same assignments across the team  
 School wide grading policy scale followed and given to all parents at the September Back to School Night  
 Encouraged use of parent communication systems: REMIND, texts, newsletters, planners, emails, phone calls  
 Teachers compare Data within grade teams  
 Grade input into Parent Portal Grade Book to keep parents informed  
 Teachers communicate with families around student grades via text, call, meetings etc  
 Teachers progress monitor and use LLI, F & P, Math Score, leveled reading  
 Admin quarterly review of all teams grade books with feedback  
 Multiple measures used to assess all student work from a variety of approaches  
 Weekly lesson plan reflections requires teachers to post learning outcomes and reflect on next steps as a result of data posted in reflections

### Guide for Balanced Assessment & Grading

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

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

## Evidence, Measures, and Standards

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

### 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

Teachers have established MTSS protocols  
 MTSS Team works by grade bands with teacher experts supporting teachers with intervention and progress monitoring strategies and skills  
 Data informs Instruction/ Math Score, Go Math, Quizlet, Membean, Achieve 3000, Compass Learning  
 Teachers run LLI groups in classrooms or after school, middle school has a scheduled daily intervention block.  
 MTSS Team supports teachers with the tracking and progress monitoring of student work for Tiers two and three.  
 SEL curriculum available for all grade levels with a mentor system, check-in-check out- Anger coping and Act and Adapt  
 REstorative circles, and Advisory at the middle school.  
 Responsive Classroom Morning Meetings take place in classrooms throughout the school  
 Administration meets with chronically absent families to create attendance and tardy plans  
 Social Emotional Learning team organizes mentors for students referred by staff, parents or self.  
 Behavioral Health Team team facilitated outside or internal support for referred students  
 Accelerated math program provided for students in grades 5-8  
 Bilingual Team is in a study group reading the Karen Beeman book to develop a dual language program and strengthen and coordinate our exiting bilingual program.

### 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-P02).**
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use)
	✓ Evidence of Personal Learning Plan (PLP) implementation
	✓ Integrated data system that informs instructional choices
	✓ Flexible learning environments
	✓ Use of student learning plans
	✓ Use of competency-based assessments
	✓ Use of personalized learning rubric
Measures	✓ Evidence of On Track monitoring and supports
	✓ SQRP Attainment and Growth
	✓ Attendance Rates
Five Essentials	✓ Course success rates (e.g. grade distributions, pass/failure rates)
	Ambitious Instruction
	Collaborative Teachers
CPS Framework for Teaching	Supportive Environment
	<a href="#">1a. Demonstrating knowledge of content and pedagogy</a>
	<a href="#">1b. Demonstrating Knowledge of Students</a>
	<a href="#">1d. Designing Coherent Instruction</a>
	<a href="#">2d. Managing Student Behavior</a>
	<a href="#">3d. Using Assessment in Instruction</a>
CPS Performance Standards for School Leaders	<a href="#">3e. Demonstrating Flexibility and Responsiveness</a>
	<a href="#">4b. Maintaining Accurate Records</a>
	B3. MTSS Implemented Effectively in School

## Expectations for Quality & Character of School Life

6 of 6 complete

### Culture for Learning:

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

### Score

1 2 **3** 4

Consistently high ratings across grade levels in teaching framework for Domain 2  
 Varied DOK instructional levels, objectives, and essential questions are evident in all classrooms per DOK team learning walk data  
 Five essentials strong rating in ambitious instruction  
 2017 SQRP Measure: 63.1% of students met target growth, better than 82% of schools nationally in reading attainment, better than 83% of schools nationally in math attainment.

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

### 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

Staff surveys are used to ensure that all voices are heard when decisions are made that impact the classroom  
 Advisory in middle school grades 6th - 8th  
 Social Emotional Learning curriculum developed by SEL team available to all grade levels  
 Administration and teachers maintain an open-door policy  
 5 Essentials Relational Trust is STRONG  
 Collaboration and trust amongst staff is VERY STRONG  
 Collaborative teams work to provide p.d. based on teacher input  
 Domain 2 culture and climate is very strong as scored in the Teaching and Learning Framework  
 Responsive Classroom initiative drives morning meetings, peace circles, restorative justice  
 Interactions between staff and students is healthy  
 Few disciplinary infractions as measured on IMPACT  
 Bucket Filling Philosophy of School is solid across all grade levels

### Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
  - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
  - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
  - Create opportunities for students to build positive relationships with peers.
  - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
  - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).

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

## Evidence, Measures, and Standards

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

### Student Voice, Engagement, & Civic Life:

Score

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

1 2 **3** 4

Social Studies curriculum designed to promote the development of student voice.  
 Student led rally was supported and championed by staff, parents and community members  
 Student Council has weekly meetings with representatives from grades 2-8 and plans events that include humanitarian efforts: FOOD DRIVE, Clothing drive for the homeless, Toys for Tots, School Clean-up, Gardening, and then extra curricular events- Twin Day, Sports Day, P.J.Day, Hat Day, Everybody's Birthday  
 Students in 7th and 8th created and sponsored a full school rally with poems, songs, and a march for Peace within Schools and Lives Matter March 23  
 After school Programming provides students with opportunities to survey wants and programs are developed based on student's input  
 Middle School Students have the opportunity to participate in safety patrol, door monitors, greeters, book fair guides and runners, Report Card Pick-Up supports for directing parents to locations  
 Students Council Officers elected by students in their classes

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

### Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
- **Become informed voters and participants in the electoral process**
  - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
  - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
  - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
- **Engage in discussions about current and controversial issues.**
  - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
  - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
  - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
- **Explore their identities and beliefs**
  - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
  - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
  - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
- **Exercise student voice**
  - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.

- Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
  - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
  - Authentically **interact with civics leaders**
  - Students learn about community, city, state, and national civic leaders and their roles in civil society.
  - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.
- **Engage with their community**
    - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause
  - **Take informed action** where they work together to propose and advocate for solutions.
    - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
    - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
  - Experience a **Schoolwide civics cultur**
    - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
    - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
    - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
    - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> <li>▪ MCVS Student Survey completion rates and results</li> <li>▪ Artifact from student-run organizations and events (including SVCs)</li> <li>▪ Meeting minutes/agendas that include student participation</li> <li>▪ Policies regarding student engagement in decision making</li> <li>▪ Service learning reports and/or reflections of SE projects</li> <li>▪ Unit and curriculum maps, rubrics, assessment artifacts</li> <li>▪ Evidence of student work</li> <li>▪ Democracy School recognition</li> </ul>
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2c. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D2. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HST Standards

### Safety & Order:

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

Score

1 2 **3** 4

School Safety and Order Ranked high and SEL and 5 Essentials  
Safety Patrols monitor Halls, door, playground and street corners

Domain 2a and 2c and 2d very strong throughout the school proficient to distinguished  
Classroom routines established

- Bucket Filling message
- Positive behavioral programs and incentives
- New behavior plan vetted by all students in the school, teachers, and LSC
- Peace Circles
- Restorative circles
- Advisory
- Girls club
- Great relationship between security, teachers, and students

Patrol Fleet of 75 services our a.m. morning Kiss N' Go Program, safety patrols, play ground monitors, door monitors, inclement weather monitors

Teacher assistants supervise p.m. playground and inclement weather details of monitoring students for early entry

Hallway Bucket Filling Etiquette is stressed to honor the teaching and learning in classrooms

Teachers pick-up classes at assigned outdoor locations and walk students into the building and walk all students out at dismissal watching to ensure all exit the building

### Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
  - Manage classroom routines and procedures to maximize instructional time.

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

## Evidence, Measures, and Standards

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

### Restorative Approaches to Discipline:

Score

1 2 3 4

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

Dashboard data on behavior tracked  
 5 Essentials for Supportive Environment is Strong  
 Community Engagement is supported by parent groups BAC/PAC/ LSC/ and FOGS(Friends of Goethe)  
 -On going Restorative justice training  
 Peace Circle training  
 -Trainings taken by teachers outside of the in-school P.D.s  
 - Great relationship between counseling team, BHT team and instructors  
 -Continued training and communication between BHT team and instructors  
 -Clear message of restorative practices vs punitive discipline  
 Logical consequences are encouraged at the classroom and at administrative levels  
 Restorative Practices encouraged to solve problems  
 Wheel of Choices taught in all primary and intermediate classrooms  
 Few to zero -out-of-school suspensions  
 Work-to learn philosophy to support restorative practices  
 Domain 2 Culture and Climate very strong throughout the building as scored on REACH observations  
 Root Cause Probes are encouraged to solve problems and support student growth and balance  
 Strong Social Work program of support with therapy for students in need funded by school

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

### Parent and Family Partnership:

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

Score

1 2 3 4

5Essentials for Parent Involvement is Very Strong  
Parent Patrols are a part of the school safety team

- Opportunity for parents to volunteer in the classroom
- Opportunity for parents to chaperone field trips
- School events for parents to participate (multi cultural day, holiday presentations, assemblies, gardening clean-up)
- Communications via remind
- Texts
- Teacher News letters teacher pages for the Goethe Website
- Opportunity to sign up for google classroom and see everyday work/assignments
- BAC/PAC LSC and FOGS monthly meetings with speakers and programming chosen by the parents
- FOGS Friends of Goethe Supports school-wide events and fundraisers
- Parents Garden Group works to tend the school grounds, plants flowers, fruits, and veggies
- Parent Portal is encouraged for parents to stay connected to their child's progress
- Parent Mentor Program funds fifteen parents and trains them to support classroom teachers through small group tutoring
- Out reach to community used to be weekly Robo Calls until CPS discouraged usage
- Open Door Policy invites parents to come in and voice concerns, volunteer in the classrooms, or generate ideas for activities and events.

## Guide for Parent and Family Partnership

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of communication methods and content
	✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
	✓ Outreach efforts
	✓ Documentation of responsiveness to Parent Support Center concerns raised
	✓ Event agendas, flyers
Measures	✓ Fundraising activities and amounts (if applicable)
	✓ How does the school honor and reflect the diversity of families including language and culture?
	✓ Five Essentials Score – Involved Families
Five Essentials	Involved Families
	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	
✓	<a href="#">Parent Support Centers</a>
✓	<a href="#">Parent University</a>
✓	<a href="#">Parent Portal</a>

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐ = Not of focus
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: Professional Learning	1 2 3 4 5 <b>5</b> ☐
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Quality Teaching: Instruction	1 <b>2</b> 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: Rigorous Student Tasks	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: Safety & Order	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊗
4	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1	2	3	4	5	⊗
4	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	⊗
4	Expectations for Quality & Character of School Life: Parent and Family Partnership	1	2	3	4	5	⊗
4	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊗
4	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	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
<b>National School Growth Percentile - Reading</b>					
We are in process of changing unit designs and have a series of new teachers coming on board. WE will train new staff and continue to deepen our professional development to impact instruction and learning.	88.00	87.00	72.00	74.00	76.00
<b>National School Growth Percentile - Math</b>					
We will continue to examine our trends and support instructional implementation and data analysis to impact continual growth.	81.00	75.00	85.00	87.00	89.00
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>					
We continue to strive to support rit band learning so students meet and exceed their growth targets using the strategic programs to support differentiated learning.	67.80	63.10	63.00	65.00	67.00
<b>African-American Growth Percentile - Reading</b>					
NA	(Blank)	(Blank)	0.00	0.00	0.00
<b>Hispanic Growth Percentile - Reading</b>					



We are in process of revamping our bilingual program with the support of Network professional learning to create scaffolds in our English Language Instruction. Creating an aligned program for the teaching of reading for our second language learners is part of the work that will be done through the next two years in our effort to improve reading for our bilingual students.

89.00	86.00	70.00	71.00	72.00
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**English Learner Growth Percentile - Reading**

NA

(Blank)	(Blank)	0.00	0.00	0.00
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**Diverse Learner Growth Percentile - Reading**

Our diverse learning growth was a massive growth from 2016-2017. Understanding the growth due to a change in programs. Now this has stabilized and looking at the overall stability of current data, we expect growth to level off and aim to maintain growth at the 56th and 57th percentiles during the next two years.

6.00	96.00	55.00	56.00	57.00
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**African-American Growth Percentile - Math**

NA

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

We strive to maintain math growth as we work to refine the deficit areas and continue to implement the differentiated program supports throughout k-8

82.00	68.00	85.00	85.00	86.00
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**English Learner Growth Percentile - Math**

NA

(Blank)	(Blank)	0.00	0.00	0.00
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**Diverse Learner Growth Percentile - Math**

We strive to maintain math growth as we work to refine the deficit areas and continue to implement the differentiated program supports throughout k-8 for DL students.

4.00	93.00	97.00	98.00	99.00
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**National School Attainment Percentile - Reading (Grades 3-8)**

We strive to maintain our reading attainment and continue with our individualized reading and intervention programs to keep our reading attainment in the 84th and 85 %.

77.00	82.00	83.00	84.00	85.00
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**National School Attainment Percentile - Math (Grades 3-8)**

Examining our current trends in math attainment we strive to keep attainment high reaching for the 95th and 96th percentiles.

81.00	83.00	97.00	95.00	96.00
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**National School Attainment Percentile - Reading (Grade 2)**

The current data for our MOY shows that this particular group of students entered into 2nd grade at lower percentiles that in previous years/ We strive to maintain attainment int the 90th percentile and know this might be impacted due to the students data and a new teacher without experience being hired this year.

85.00	80.00	92.00	90.00	90.00
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**National School Attainment Percentile - Math (Grade 2)**

Again current MOY data indicates overall lower achievement levels for the current second graders. We strive to maintain 92% for math attainment knowing that current trends show lower overall percentages.

89.00	76.00	92.00	92.00	92.00
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**% of Students Making Sufficient Annual Progress on ACCESS**

In order to support our second language learners over the next two years, teachers of the bilingual program will be examining best practices for developing bi literacy while teaching reading and math. We will be establishing language allocation cohesion both across content areas and grade levels.

29.30	(Blank)	47.00	50.00	52.00
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**Average Daily Attendance Rate**

We will continue our efforts to encourage good attendance. It is a difficult area to predict due to the overwhelming flu epidemic that hit the nation these last two years and impacted children throughout our school. We strive for 98% overall attendance and will continue to do so.

96.30	95.90	96.30	97.00	97.00
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**My Voice, My School 5 Essentials Survey**

We are working so that our My Voice, My School 5 Essentials Survey shows strong growth and attainments for students academic progress in reading and math. We strive to continue to be a Well-Organized school with strong to very strong ratings in the assessed areas of : Family Involvement, Supportive Environment, Ambition Instruction, Effective Leaders, Collaborative Teachers, Parent-Teach Partnerships and Safety and Order.

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

0 of 0 complete

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

**Strategy 1**

If we do...

...then we see...

...which leads to...

Develop a menu of behavioral and academic tier 2 and 3 interventions, build teacher capacity to deliver interventions, and systems and structures for progress monitoring

teachers that will be able to provide academic and behavioral supports for struggling students

Improved behavior, reading and math growth that is measurable on both internal and standardized assessments. The data of students will be tracked using the CPS MTSS Logger. We will chart the numbers of students served, and moved from Tiers two to one or Tier 2 to 3 or from Tier 3 to Scheduled Domain meetings by the Sped team for further supports. Dashboard tracker will show rise in percentage of students on track at each quarter.

Tags:  
MTSS

Area(s) of focus:  
1

**Action step**

**Responsible**

**Timeframe**

**Status**

Teachers will receive and outline and calendar for the yearly MTSS process

MTSS TEAM

Aug 28, 2018 to Aug 29, 2018

Behind

**Calendar**

In August P.D. provide differentiated professional development on reading interventions that will serve primary, intermediate, and upper grade teachers.

MTSS Team

Aug 30, 2018 to Jun 30, 2019

Not started

**MTSS, Interventions, Reading**

In August P.D. provide differentiated professional development on math interventions that will serve primary, intermediate, and upper grade teachers.	MTSS Team	Oct 5, 2018 to Oct 5, 2018	Not started
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**MTSS, Math, Interventions**

MTSS team will establish Tier 2 and 3 entry, exit, and continuation criteria to guide decisions for student interventions	MTSS TEAM	Nov 15, 2018 to Jun 13, 2019	Behind
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**Academic**

Identify and implement use of progress monitoring tools	MTSS Team and teachers	Oct 8, 2018 to Oct 8, 2018	Behind
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**Mtss team**

At the 5th week Progress Report, the MTSS team will give teachers opportunity to use the referral form for student tiering to indicate struggling students who will need interventions.	MTSS Team	Oct 1, 2018 to Oct 1, 2018	Not started
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**Intervention**

August P.D. teachers will receive list of students in tiers two and three.	MTSS Team	Aug 28, 2018 to Aug 28, 2018	Behind
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In November a P.D. will consist of outside speaker to convey importance of differentiation on student outcomes to educate teachers on import of access for all students	MTSS TEAM	Nov 9, 2018 to Nov 11, 2018	Behind
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**Professional development, Analysis of data, progress monitoring, rit instruction, small group instruction**

MTSS Team membership will be assigned to teachers in each grade band to support the implementation of interventions and progress monitoring with checks at weeks 3-6-10.	MTSS TEAM	Oct 15, 2018 to Oct 19, 2018	Behind
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**Collaboration, Academic support, Academic interventions**

At the 10th week of the intervention cycle, all student data for tier 2 levels will be reviewed to determine tier placement changes.	MTSS TEAM	Nov 5, 2018 to Nov 9, 2018	Behind
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**Analyze data**

After ten weeks in a tier 3 intervention, the case manager and school psychologist will examine the tier 3 data to determine if a referral is needed.	MTSS TEAM	Oct 29, 2018 to Oct 29, 2018	Behind
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**Analyze data**

**Strategy 2**

If we do...

...then we see...

...which leads to...

Develop content language allocation and curriculum maps for grades prek through 5th with a focus on biliteracy, taking existing units and aligning them to newly developed biliteracy curriculum maps

Teachers implementing instruction with fidelity to the content language allocation that supports students' ability to transfer knowledge between two languages and confidently use two languages to engage in academic content with pride

Improved teacher practice as measured by framework for teaching 1c, 1d, 3a, 3c as well as 5 Essentials collaborative teachers.

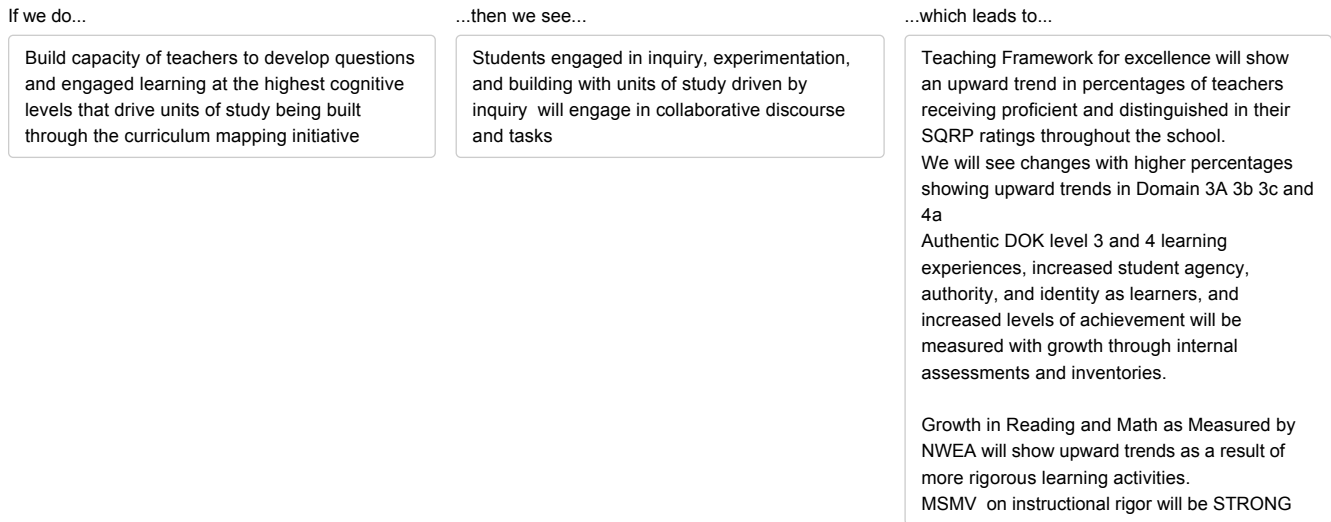
Tags:  
Instruction, Bilingual education

Area(s) of focus:  
3, 2

Action step	Responsible	Timeframe	Status
Attend professional development through the network to understand best practices of teaching for biliteracy	Bilingual Team, ELPT	May 24, 2018 to Jun 21, 2019	On-Track
<b>Dual Language, Scheduling, Unit planning, Bilingual education</b>			
Bilingual team will meet to identify the goals of the language program, identify and explain the systems needed to plan for effectively teaching for biliteracy	Bilingual Team, ELPT	Apr 11, 2018 to Jun 20, 2018	On-Track
<b>Dual Language, Scheduling, Bilingual education</b>			
Teachers of the bilingual program will engage in long term planning to develop a biliteracy curriculum map that is standards-based and includes bridging and extension tasks	Bilingual Team, ELPT	Apr 11, 2018 to Jan 18, 2019	On-Track
<b>Dual Language, Curriculum mapping, Unit planning, Bilingual education</b>			
Bilingual team with support from biliteracy experts will align the component of biliteracy lesson planning to the units of study being developed within whole school curriculum mapping initiative.	Bilingual team	Sep 1, 2018 to Jun 21, 2019	Not started

**Curriculum Design, Dual Language**

**Strategy 3**



Tags:  
Curriculum, Dok, Questioning

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

Action step	Responsible	Timeframe	Status
ILT engages in a book study to strengthen expertise with higher level questioning so that they can lead teacher teams in utilizing high level questioning in unit development and instruction for SY 19 and SY 20.	DOK Team	Sep 1, 2018 to Sep 28, 2018	Not started

**Professional development**

Create a professional learning calendar and plan with action steps based in the shared reading experience to be carried out during weekly grade level meetings for SY 19 and SY 20.	DOK Team, admin	Sep 1, 2018 to Jun 21, 2019	Not started
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**Calendar**

Team meetings become a space where teachers share and collaborate to expand and apply new questioning techniques to units that are being written as part of the DOK unit writing initiative.	DOK Team, all teachers and admin	Sep 4, 2018 to Jun 21, 2019	Not started
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**Professional responsibility**

Teachers implement strategies and tasks based upon professional learning rooted in high level questioning. Teachers deepen their impact on student learning through safe practice learning walks intended to provide opportunities for observing others, reflecting on what is observed, and integrating it into their own instruction during SY 19.	DOK Team, all teachers and admin	Sep 4, 2018 to Jun 21, 2019	Not started
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**Collaborative learning**

Engage in student work analysis protocols that show evidence of higher order thinking and cognitive challenges that engage students in work that involves them to answer questions, probe, and respond to teacher questions SY 19/20.	DOK Team, all teachers and admin	Sep 4, 2018 to Jun 21, 2019	Not started
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**Data analysis**

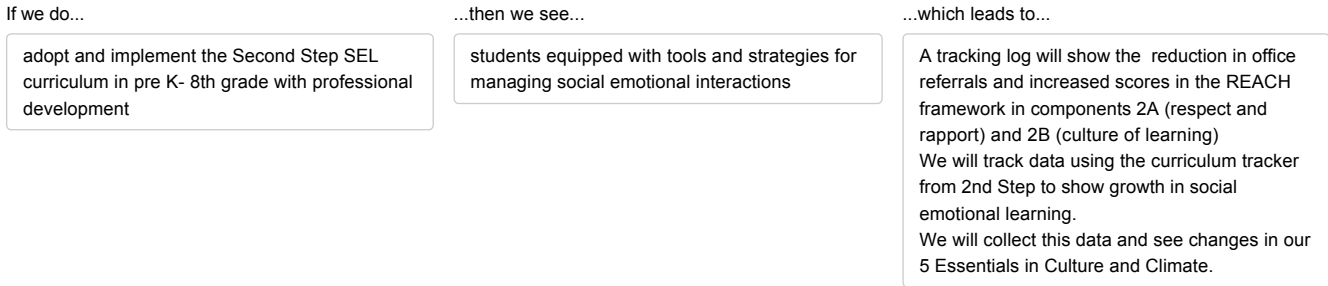
Students understand and are able to develop their own higher order questions connected to their learning in each content area during SY 20.	DOK Team, all teachers and admin	Sep 4, 2018 to Jun 21, 2019	Not started
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**Collaborative learning**

Students will deepen their inquires that align to the NGSS standards in areas of science technology, math, architecture	Science teachers throughout the school	Sep 4, 2018 to Jun 19, 2020	Behind
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**Steam (science technology engineering arts and mathematics)**

**Strategy 4**



Tags:  
Culture of learning

Area(s) of focus:  
1, 3, 4

Action step	Responsible	Timeframe	Status
Professional development to introduce and implement Second Step curriculum	SEL curriculum team and professional developers	Aug 30, 2018 to Aug 31, 2018	Not started

**Professional Learning**

Curriculum implementation progress will be evaluated quarterly in team group discussions	Teaching Staff	Nov 9, 2018 to Apr 18, 2019	Not started
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**SEL, Progress monitoring**

Social Emotional Learning and Behavioral Health Teams will analyze the impact of curriculum implementation across grade levels	SEL & BHT Team	Jun 17, 2019 to Jun 17, 2019	Not started
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**SEL, Behavior mtss**

Calm Classroom Practices of Mindfulness Professional Development	SEL	Aug 27, 2018 to Aug 31, 2018	Not started
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**SEL, Professional development, Self-regulation**

Teachers will reflect on the impact of the Calm Classroom Practices on their students in their weekly lesson plan reflections	Teaching Staff, Administration	Sep 10, 2018 to Jun 16, 2021	Not started
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**Data analysis, Collaborative feedback**

Throughout the two year cycle of the Second Step SEL curriculum implementation, teachers will analyze and assess student learning and overall social emotional learning in weekly team and admin. meetings.	Teachers	Sep 10, 2018 to Jun 16, 2021	Not started
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**SEL, Reflection, Grade level meetings**

**Strategy 5**

If we do...

If we engage staff in courageous conversations on race, through shared readings, collaborative conversations and critical reflections on personal, institutional, and systemic bias Goethe staff will be more sensitive to them impact of race and bias on community members

...then we see...

teachers and staff who are able to name and explain systemic racism as a phenomenon in our society that is replicate within our school

...which leads to...

We will use the SEL standards and assess the overall impact of change from identifying and implementing 3 small and 1 large institutional shift of policy in our school. We will track the infractions of discipline and look for balance in numbers that show a shift in numbers of African American students referred for discipline and counselling as compared to the the other groups in the school.

Tags:

MTSS, Professional Learning, SEL

Area(s) of focus:

3, 4, 5

Action step	Responsible	Timeframe	Status
Staff will participate in at least three courageous conversations grounded in readings, podcast and videos based on systemic and institutional racism (Aug, Nov, Feb)	All Staff Facilitated by SEL	Aug 25, 2019 to Jun 30, 2020	On-Track

**Professional Learning, Climate and Culture**

Engage in root cause analysis to determine how biases impact school culture and instruction.	SEL Team	May 1, 2018 to Aug 31, 2018	Not started
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**Climate and Culture, School climate**

Generate a plan based upon learnings from root cause analysis to address bias uncovered through the process	SEL Team	Aug 18, 2019 to Jun 30, 2020	Not started
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**Climate and Culture**

Provide opportunities for teachers to reflect upon how bias impacts their own instruction and interaction with the school community

SEL Team

Aug 1, 2018 to Jun 30, 2019

Not started

**Climate and Culture, School climate**

Create a plan to invite community members to engage in courageous conversations with the school staff

SEL Team

Aug 18, 2019 to Jun 30, 2020

Not started

**Climate and Culture**

Teachers will choose a country to study for the Multicultural Festival that is held in the spring. Students will identify an outstanding leader to be celebrated from that country that was "courageous in actions" that led to a positive movement of change for the country.

Teachers on Staff

Sep 9, 2019 to Sep 9, 2019

Not started

**1, Culture**

**Action Plan**

**Strategy 1**

NOT STARTED

In August P.D. provide differentiated professional development on reading interventions that will serve primary, intermediate, and upper grade teachers."

Aug 30, 2018 to Jun 30, 2019 - MTSS Team

**Status history**



NOT STARTED

Sep 06, 2018

**Evidence**

List of shared reading interventions for each grade band. PD agendas

NOT STARTED

In August P.D. provide differentiated professional development on math interventions that will serve primary, intermediate, and upper grade teachers."

Oct 05, 2018 to Oct 05, 2018 - MTSS Team

**Status history**



NOT STARTED

Sep 06, 2018

**Evidence**

List of shared math interventions for each grade band. PD agendas

BEHIND

Identify and implement use of progress monitoring tools"

Oct 08, 2018 to Oct 08, 2018 - MTSS Team and teachers

**Status history**



BEHIND

Sep 06, 2018

**Problem**

Existence of PM tool in teacher lesson plan binders. Regular progress monitoring updates/

**Root Cause**  
**Next steps**

NOT STARTED

At the 5th week Progress Report, the MTSS team will give teachers opportunity to use the referral form for student tiering to indicate struggling students who will need interventions."

Oct 01, 2018 to Oct 01, 2018 - MTSS Team

### Status history



Sep 6

NOT STARTED

Sep 06, 2018

**Evidence**

Completed tiering forms. MTSS team tracking data forms.

BEHIND

August P.D. teachers will receive list of students in tiers two and three."

Aug 28, 2018 to Aug 28, 2018 - MTSS Team

### Status history



Sep 6

BEHIND

Sep 06, 2018

**Problem**

Tiering lists.

**Root Cause**

**Next steps**

BEHIND

Teachers will receive and outline and calendar for the yearly MTSS process"

Aug 28, 2018 to Aug 29, 2018 - MTSS TEAM

### Status history



Sep 6

BEHIND

Sep 06, 2018

**Problem**

Calendar

**Root Cause**

**Next steps**

BEHIND

In November a P.D. will consist of outside speaker to convey importance of differentiation on student outcomes to educate teachers on import of access for all students"

Nov 09, 2018 to Nov 11, 2018 - MTSS TEAM

### Status history



Sep 6

BEHIND

Sep 06, 2018

**Problem**

Agenda. Handouts. Minutes.

**Root Cause**

**Next steps**

BEHIND

MTSS Team membership will be assigned to teachers in each grade band to support the implementation of interventions and progress monitoring with checks at weeks 3-6-10."

Oct 15, 2018 to Oct 19, 2018 - MTSS TEAM



## Status history

Sep 6

BEHIND

Sep 06, 2018

**Problem**

Grade band teacher reps, progress monitoring, meeting notes.

**Root Cause**

**Next steps**

BEHIND

At the 10th week of the intervention cycle, all student data for tier 2 levels will be reviewed to determine tier placement changes."

Nov 05, 2018 to Nov 09, 2018 - MTSS TEAM

## Status history

Sep 6

BEHIND

Sep 06, 2018

**Problem**

Changes in tracking form, meeting notes

**Root Cause**

**Next steps**

BEHIND

After ten weeks in a tier 3 intervention, the case manager and school psychologist will examine the tier 3 data to determine if a referral is needed."

Oct 29, 2018 to Oct 29, 2018 - MTSS TEAM

## Status history

Sep 6

BEHIND

Sep 06, 2018

**Problem**

Ten week data, meeting notes, referral form if necessary.

**Root Cause**

**Next steps**

BEHIND

MTSS team will establish Tier 2 and 3 entry, exit, and continuation criteria to guide decisions for student interventions"

Nov 15, 2018 to Jun 13, 2019 - MTSS TEAM

## Status history

Sep 6

BEHIND

Sep 06, 2018

**Problem**

entry, exit, and continuation criteria by tiers.

**Root Cause**

**Next steps**

## Strategy 2

ON-TRACK

Attend professional development through the network to understand best practices of teaching for biliteracy"

May 24, 2018 to Jun 21, 2019 - Bilingual Team, ELPT

## Status history

Sep 6

ON-TRACK

Sep 06, 2018

**Evidence**

ISBE Clock Hours, Sign In Sheets, Agendas

ON-TRACK

Bilingual team will meet to identify the goals of the language program, identify and explain the systems needed to plan for effectively teaching for biliteracy"

Apr 11, 2018 to Jun 20, 2018 - Bilingual Team, ELPT

## Status history



ON-TRACK

Sep 06, 2018

**Evidence**

Sign In Sheets, Agendas

ON-TRACK

Teachers of the bilingual program will engage in long term planning to develop a biliteracy curriculum map that is standards-based and includes bridging and extension tasks"

Apr 11, 2018 to Jan 18, 2019 - Bilingual Team, ELPT

## Status history



ON-TRACK

Sep 06, 2018

**Evidence**

Curriculum map, unit plans

NOT STARTED

Bilingual team with support from biliteracy experts will align the component of biliteracy lesson planning to the units of study being developed within whole school curriculum mapping initiative."

Sep 01, 2018 to Jun 21, 2019 - Bilingual team

## Status history



NOT STARTED

Sep 06, 2018

**Evidence**

Biliteracy units aligned to units developed through CM initiative

### Strategy 3

NOT STARTED

ILT engages in a book study to strengthen expertise with higher level questioning so that they can lead teacher teams in utilizing high level questioning in unit development and instruction for SY 19 and SY 20."

Sep 01, 2018 to Sep 28, 2018 - DOK Team

## Status history



NOT STARTED

Sep 06, 2018

**Evidence**

NOT STARTED

Create a professional learning calendar and plan with action steps based in the shared reading experience to be carried out during weekly grade level meetings for SY 19 and SY 20."

Sep 01, 2018 to Jun 21, 2019 - DOK Team, admin

## Status history

Sep 6

NOT STARTED Sep 06, 2018  
**Evidence**

NOT STARTED

Team meetings become a space where teachers share and collaborate to expand and apply new questioning techniques to units that are being written as part of the DOK unit writing initiative."

Sep 04, 2018 to Jun 21, 2019 - DOK Team, all teachers and admin

## Status history

Sep 6

NOT STARTED Sep 06, 2018  
**Evidence**

NOT STARTED

Teachers implement strategies and tasks based upon professional learning rooted in high level questioning. Teachers deepen their impact on student learning through safe practice learning walks intended to provide opportunities for observing others, reflecting on what is observed, and integrating it into their own instruction during SY 19."

Sep 04, 2018 to Jun 21, 2019 - DOK Team, all teachers and admin

## Status history

Sep 6

NOT STARTED Sep 06, 2018  
**Evidence**

NOT STARTED

Engage in student work analysis protocols that show evidence of higher order thinking and cognitive challenges that engage students in work that involves them to answer questions, probe, and respond to teacher questions SY 19/20."

Sep 04, 2018 to Jun 21, 2019 - DOK Team, all teachers and admin

## Status history

Sep 6

NOT STARTED Sep 06, 2018  
**Evidence**

NOT STARTED

Students understand and are able to develop their own higher order questions connected to their learning in each content area during SY 20."

Sep 04, 2018 to Jun 21, 2019 - DOK Team, all teachers and admin

## Status history

Sep 6

NOT STARTED Sep 06, 2018  
**Evidence**

BEHIND

Students will deepen their inquires that align to the NGSS standards in areas of science technology, math, architecture"

Sep 04, 2018 to Jun 19, 2020 - Science teachers throughout the school

## Status history

Sep 6

BEHIND

Sep 06, 2018

**Problem**  
**Root Cause**  
**Next steps**

### Strategy 4

NOT STARTED

Professional development to introduce and implement Second Step curriculum"

Aug 30, 2018 to Aug 31, 2018 - SEL curriculum team and professional developers

## Status history

Sep 6

NOT STARTED

Sep 06, 2018

**Evidence**  
Agenda, Sign in sheets

NOT STARTED

Curriculum implementation progress will be evaluated quarterly in team group discussions"

Nov 09, 2018 to Apr 18, 2019 - Teaching Staff

## Status history

Sep 6

NOT STARTED

Sep 06, 2018

**Evidence**  
team meeting agenda, sign in sheet, progress monitoring tool

NOT STARTED

Social Emotional Learning and Behavioral Health Teams will analyze the impact of curriculum implementation across grade levels"

Jun 17, 2019 to Jun 17, 2019 - SEL & BHT Team

## Status history

Sep 6

NOT STARTED

Sep 06, 2018

**Evidence**  
Progress monitoring tool, team meeting agenda, sign in sheets

NOT STARTED

Calm Classroom Practices of Mindfulness Professional Development"

Aug 27, 2018 to Aug 31, 2018 - SEL

## Status history

Sep 6

NOT STARTED

Sep 06, 2018

**Evidence**  
Agenda, presentation, sign in sheet

**NOT STARTED** Teachers will reflect on the impact of the Calm Classroom Practices on their students in their weekly lesson plan reflections"  
Sep 10, 2018 to Jun 16, 2021 - Teaching Staff, Administration

## Status history



**NOT STARTED** Sep 06, 2018  
**Evidence**  
Lesson Plan Reflections

**NOT STARTED**  
Throughout the two year cycle of the Second Step SEL curriculum implementation, teachers will analyze and assess student learning and overall social emotional learning in weekly team and admin. meetings."

Sep 10, 2018 to Jun 16, 2021 - Teachers

## Status history



**NOT STARTED** Sep 06, 2018  
**Evidence**  
Grade Level Team Meeting Agenda, Sign in Sheets

### Strategy 5

**NOT STARTED** Engage in root cause analysis to determine how biases impact school culture and instruction."  
May 01, 2018 to Aug 31, 2018 - SEL Team

## Status history



**NOT STARTED** Sep 06, 2018  
**Evidence**  
completed root cause analysis protocol and subsequent action steps.

**NOT STARTED** Provide opportunities for teachers to reflect upon how bias impacts their own instruction and interaction with the school community"  
Aug 01, 2018 to Jun 30, 2019 - SEL Team

## Status history



**NOT STARTED** Sep 06, 2018  
**Evidence**  
teacher self reflections that lead to a recognizable shift in personal practice.

**ON-TRACK**  
Staff will participate in at least three courageous conversations grounded in readings, podcast and videos based on systemic and institutional racism (Aug, Nov, Feb)"

Aug 25, 2019 to Jun 30, 2020 - All Staff Facilitated by SEL

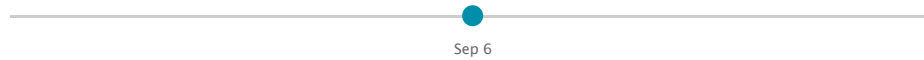
## Status history



**ON-TRACK** Sep 06, 2018  
**Evidence**  
Staff Sign-ins

**NOT STARTED** Generate a plan based upon learnings from root cause analysis to address bias uncovered through the process"  
Aug 18, 2019 to Jun 30, 2020 - SEL Team

### Status history



**NOT STARTED** Sep 06, 2018  
**Evidence**  
Documented Action Plan

**NOT STARTED** Create a plan to invite community members to engage in courageous conversations with the school staff"  
Aug 18, 2019 to Jun 30, 2020 - SEL Team

### Status history



**NOT STARTED** Sep 06, 2018  
**Evidence**  
Documented Action Plan

**NOT STARTED**  
Teachers will choose a country to study for the Multicultural Festival that is held in the spring. Students will identify an outstanding leader to be celebrated from that country that was "courageous in actions" that led to a positive movement of change for the country."

Sep 09, 2019 to Sep 09, 2019 - Teachers on Staff

### Status history



**NOT STARTED** Sep 06, 2018  
**Evidence**  
Sign up sheet, multicultural fest celebration

## Fund Compliance

### Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

## ESSA Program

ESSA Schoolwide Program

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

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

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

## Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

### Parent and Family Plan

#### Parent and Family Engagement Policy

Complete

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

Each year parents meet and go over the parent policy and discuss the policy and provide time for discussion and questions. This is done the first month of each new school year. The State of the School with the programs and policies are presented to the entire parent population in an all school Open House the 2nd week of each new school year.  
During LSC and monthly parent meetings, pertinent school data is presented to keep parents informed.  
Data meetings are presented to the LSC and review of student learning on our NWEA assessments is shared at the state of the school address.

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

During the first month of school all parents are invited to participate in the Title I ESSA policy. The school programs are outlined and all programs are explained to the parent body in attendance. Monthly PAC/BAC and LSC meetings provide opportunities for parents to keep informed .  
The Annual TITLE I meeting will be held on September 13, 2018 at 7:50 AM. The Title I PAC Organizational Meeting will be held on September 27, 2018 at 7:50 AM.

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

The parents attend the Parent Advisory Council Meetings and plan and vote on a yearly agenda. Parents give input, brainstorm ideas, and vote on a monthly calendar of topics they want to address from Health and Well-Being, to homework supports,

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.

During one-on-one parent conferences held twice a year, teachers present students data which includes all standardized assessments, internal assessments, and district assessment outcomes in both math and reading.

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.

Does Not Apply Currently. All teachers on staff are highly qualified. If this were to occur, Goethe would use existing email, text, phone, and school infrastructure to notify parents.

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.

During the State of the School Address each year at the beginning of the year, the parents will receive the information about the academic programs and overall school improvement data. The assessment outcomes will be shared in the state of the school address. Parents will receive information on how to access student data and check their progress via the CPS Grade book Parent Portal. Teachers will outline their methods of contact and how they will be in regular communication with parents.

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.

Through parent workshops provided in the monthly parent meetings, and the parent mentor training programs, parents will receive training and classes that will keep parents involved. The parent advisory councils, LSC, and FOGS will host meetings and activities to activate parent involvement and keep the parent body informed.

Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate and work with, parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. Please describe how this will be accomplished.

The staff will have continued training on the ways to keep parents informed via teacher web pages, remind staff development work, and school wide family activities throughout the school year. The LSC, BAC/PAC/ FOGS will partner with the staff to strengthen ties through parent teacher activities, workshops, and events.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

The PRE K KDG staff will host OPEN HOUSE information sessions that provide parents with opportunities to learn about the programs. The Goethe Early Childhood Program will offer quarterly parent workshops that encourage parents to be involved in the learning opportunities to support the work they do with their children at home.

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.

Monthly FOGS, BAC/PAC/LSC programs will offer opportunities and activities to keep parents involved in school-wide programs, initiatives and information about the school business and programs. The Goethe Website will be a vehicle of communication that parents can access to learn about the activities in their child's classrooms. Flyers, calendars, and texts will be ongoing sources of communication to families about the activities and events happening in the school. Publicized parent conferences, Back to School Nights, and State of the School Addresses will further serve to inform parents and connect them to the school.

#### 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 school curriculum development is an ongoing process to keep teachers and staff abreast of best practices in all areas of curriculum. The efforts to deepen curriculum work using the Hess Matrix for Depth of Knowledge is part of our school improvement plan. Teachers are fully engaged in continuous professional development in math, science, and language arts. Study groups will be part of our continued learning. Bilingual teachers are working to advance their knowledge to prepare to offer a future dual language program to families in the community.

Data analysis across curricular areas will strive to offer differentiated instruction to support all learners.

Professional Learning will be supported through school-wide reading.

Goethe Mission:

At Goethe, we are Bucket Fillers that aim high, persevere, collaborate to attain our educational and life goals.

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.

The school will offer two parent-teacher conferences at the end of quarters one and three during each school year. The dates are in November and April of 2018-19 and 19-20.

The conferences are one-on-one teacher lead meetings where each student's progress, strengths, and needs are communicated to the student's parents. In addition, parents are invited to a Back To School Night where all classroom teachers outline their curriculum and outline class expectations, goals, and opportunities for communication with their student's parents. This night is a night of presentations with Q & A sessions following.

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

The teachers will report student progress formally four times a year through the CPS mid term progress reports. The informal progress reports are given through texts, student planners, weekly bulletins and news letters, remind texts, phone calls, and website teacher-class pages.

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

Staff is available to meet with parents all of the time. Parents have access to staff via text, phone calls, emails, and in-school meetings. Staff meets with parents before, after, and during preparation periods upon scheduled meetings agreed by parents and staff.

The administration has an open-door policy in meeting with parents throughout the day, evenings, and weekends when needed.

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

The Parent Mentoring Program provides parents with opportunities to become parent mentors that assist in classrooms Mondays through Thursdays throughout the school year.

Parent volunteers are welcome and encouraged to participate in class events via contact with teachers. Parents accompany classes on field trips, are mystery readers, visit rooms for special presentations, assemblies, informational nights and in our SEL Courageous Conversations with the SEL Team.

Regular Open House opportunities for tours are available upon request throughout the year once a week at 8:00 by arranging via call or email. Parents are always welcome to participate in class events as set up with the classroom teachers.

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

Parents are encouraged to sign onto the Parent Portal to keep track of the child's weekly progress. Teachers have set up texts, remind, email, planner and phone communications to be actively involved in their child's progress.

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 have opportunities for involvement in the educational process. Parents have opportunity to attend the Open LSC meetings, BAC/PAC council, request meetings with the administration and staff to offer input, and make their interests for involvement known through the Open Door Policy.

Parents call to set appointments with the administration for meetings to register ideas and give input on curriculum or extra curricular events.

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 are held accountable for their work and responsibilities within their classes and in their participation of the student council. Students in the middle school have weekly advisory meetings where they deal with issues and plans to increase student voice and action for events in the school.

After school program opportunities include tutoring for academic support, enrichment, and intervention. Attendance, achievement, and citizenship awards are a part of the ways students are recognized for the achievements. Quarterly Honor Roll, and Perfect Attendance are awarded. End of year accolades will be awarded to students that embody nine outstanding characteristics of our vision and mission statements.

Weekly shout outs are made for student achievements in math, reading, and any recognition or special events that take place.

## 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.

Parent Mentor Program strives to train a corp of parents with weekly training that enables parents to learn how to assist teachers in the classroom with small group or one-on-one tutoring. This program provides 15 teachers with opportunities to have parents in their rooms for two hours a day, four days a week. Parents work with students to support learning and to help differentiate to meet student learning needs.

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

Account(s)	Description	Allocation
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ Amount .00
53405	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ Amount .00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 540 .00
54125	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ 2187 .00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$ Amount .00
<p>54205</p>	<b>Travel</b> 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.	\$ Amount .00
<p>54565</p>	<b>Reimbursements</b> 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.	\$ Amount .00
<p>53510</p>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$ Amount .00
53306	<b>Software</b> Must be educational and for parent use only.	\$ Amount .00
55005	<b>Furniture and Equipment</b> 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