Inter-American Elementary Magnet School / Plan summary

2018-2020 plan summary

Team

Name	Role	Email	Access
Alma Santana	Assistant Principal	absantana@cps.edu	Has access
Daniela Bylaitis	Principal	dsbylaitis@cps.edu	Has access
Monica Arce	6th Grade Teacher	msgonzalez@cps.edu	Has access
Anna Cruz	3rd Grade Teacher	aemarsden@cps.edu	Has access
Ramona Meza	Parent - LSC	monalisa1023@gmail.com	Has access
Lisa Hurtado	Parent - FELE	lisahurtado88@gmail.com	Has access
Maria Vasquez	4th Grade Teacher	mjvasquez@cps.edu	Has access
Maria Gandara	Case Manager/DL Teacher	magandara@cps.edu	Has access
Adriana Dorado	Kindergarten Teacher	aadorado@cps.edu	Has access
Claudia Bravo	5th Grade Teacher	ccbravo-bell@cps.edu	Has access
Elizabeth Alba	2nd Grade Teacher	ealba2@cps.edu	Has access
Lilia Mendez	Parent - BAC	llmdm@aol.com	Has access
Cristina Perez	Dual Language Coordinator	crodriguez@cps.edu	Has access

| Jessica Parra | Climate and Culture Coordinator | jparra3@cps.edu | Has access |

Team meetings

Date	Participants	Topic
02/20/2018	Ms. Arce, Mrs. Dorado, Ms. Bravo, Mrs. Perez, Mrs. Vasquez, Mrs. Cruz, Ms. Santana, Ms. Bylaitis	Divided the dimensions of the SEF and created teams to gather evidence as part of the rating process.
03/06/2018	Mrs. Dorado, Ms. Nakamura, Mrs. Gandara, Mrs. Arce, Ms. Alba, Ms. Bravo, Mrs. Vasquez, Mrs. Perez, Ms. Santana	Began the rating process of the SEF and analyzed root causes for low ratings
03/13/2018	Mrs Vasquez, Mrs. Cruz, Ms. Bylaitis, Ms. Santana	Continuation of the rating process of SEF and analysis of root causes, brainstorming strategies and action items
03/20/2018	Ms. Bravo, Ms. Arce, Mrs. Cruz, Mrs. Dorado, Ms. Bylaitis, Ms. Santana	Completed SEF and identified priorities
04/03/2018	Dr. Bylaitis, Ms. Santana, Mrs. Dorado, Mrs. Vasquez, Mrs. Cruz, Ms. Alba, Ms. Bravo, Mrs. Hurtado, Mrs. Gandara, Mrs. Perez	Identified Priorities and began writing strategies
04/17/2018	Dr. Bylaitis, Ms. Santana, Mrs. Dorado, Mrs. Vasquez, Mrs. Cruz, Ms. Bravo, Ms. Arce, Mrs. Gandara, Mrs. Prieto, Mrs. Perez	Developed Action Steps and discussed next steps.
04/24/2018	Dr. Bylaitis, Ms. Santana, Mrs. Dorado, Mrs. Vasquez, Ms. Alba, Mrs. Perez, Mrs. Gandara, Ms. Bravo	Continued to develop action steps and discuss next steps

School Excellence Framework

Culture of & Structure for Continuous Improvement   4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1   2   **3**   4

Looking at our 5Essentials it rates Effective Leaders as Neutral (5E), Program coherence Neutral, Teacher-Principal Neutral, Teacher Influence Neutral, Instructional Leadership Weak. *Analyze assessment data with colleagues (5E low, but teachers do this, it's just not recorded. Need to include on agendas (tends to be informal). We have different teams teachers could join to be part of leadership and decision making in the school:
-Culture and Climate Committee
-BAC Committee
-ILT/DL Team
-Event Planning Committee
-Network Summit
-FELE - Familias en la Escuela
-LSC - Local School Council

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1   2   **3**   4

Our ILT has been formally organized and consistently meeting this school year 2017-2018. The has a wide representation on the staff and we work together to discuss history, our vision, and the steps we need to take to continue to enhance our school.
Work of ILT positive impact:
-Learning Targets from GLT
-Half-day planning (unit planning, MOY assessment)
-MOY assessment plan and analysis
-Agendas of meetings
-Grade levels that meet extra time should have agenda (but don't)
-Student outcomes: MOY step compare to last year, MOY math to BOY
-Frequent meetings
-ILT shares at flex days new learning/what they are working on, shares new learning from Summits
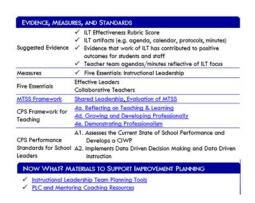-Need to follow through with sharing meeting minutes

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
  - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
  - Relentlessly ask, "**Is it working?**" about every program, initiative, and strategy in the school.

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

Evidence, Measures, and Standards

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

Professional Learning:

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

Score

1 2 **3** 4

> We have been working with the ILT to create a learning plan for teachers based on two buckets of work. Evidence based instruction and implementation of effective language bridging and the bridge to enhance our dual language structure. We have brought Karen Beeman to provide in-house professional development and given teachers time during flex-days as well as two 1/2 day planning sessions quarterly to support collaborative team learning.
> A team of Teachers are attending Math for All PD on Saturdays
> A team of Teachers are participating in Balance Readers PD
> Our Middle School Science Teachers are attending SEPUP
> A team of five teachers attend district SUMMIT meetings and share information whole staff during Flex-days/School Improvement

Guide for Professional Learning

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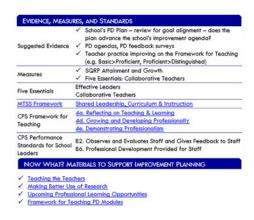
- Teachers provide and accept collegial support and feedback to/from colleagues.
- Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
  - Allow teachers ample time to try new strategies,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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
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	

✓ Teaching the Teachers
✓ Making Better Use of Research
✓ Upcoming Professional Learning Opportunities
✓ Framework for Teaching PD Modules

Aligned Resources:

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

Score

1 **2** 3 4

> Schedules were designed to support DL students first. Schedules are continuously adjusted to meet the needs of our students. Most teachers have their schedule with language allocation posted outside of the class, and they have shared it with students. Need work on adjusting schedules to have strategic blocks of instruction. There needs to be careful planning with the schedule to support resources and staff allocation. There are some gaps and inconsistencies.

Guide for Aligned Resources

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

- Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
- Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
- Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
  - **Make outreach efforts to engage community members as partners and resources.**
  - **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
    - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

Curriculum:

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.

Score

1 **2** 3 4

> Prek- My teaching Strategies Gold
> We have everyday math in Spanish for K-5th grade and Connected Math in English for 6th-8th grade
> Literacy and Social Studies is based on teacher generated units
> Science there are many inconsistencies, using teacher generated units, FOSS, and SEPUP
> Based on teacher developed year at a glance/Curriculum Map it is evident that we do not have a vertically aligned curriculum, we have been working all year to develop strong horizontal alignment.
> There is a need to develop units that are strategically standards aligned that address the needs of all students.

Guide for Curriculum

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

English learners, to ensure meaningful access to content, regardless of English language proficiency.
- Understand research and implement programs to develop native language literacy for English learners.
- Advanced learners to extend core knowledge and skills.
- **Integrate academic and social emotional learning.**
- **Connection to real world, authentic application of learning. For example,**
  - Provide opportunities for meaningful project-based learning.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
- Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
  - Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ CPS Content Frameworks: Math, Science, Social Science, and Literacy ✓ CPS Literacy Scope and Sequence ✓ CPS Math Scope and Sequence Guidance ✓ Digital Citizenship Curriculum ✓ K-12 Financial Literacy Guide ✓ Personal Finance 3.0 Course ✓ Physical Education Scope & Sequence ✓ Health Education Scope & Sequence ✓ Interdisciplinary African & African American Studies Curriculum ✓ Interdisciplinary Latino and Latin American Studies Curriculum	

Instructional Materials:

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)
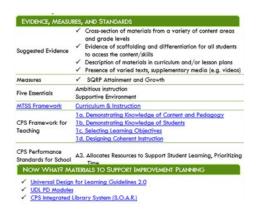
Score

1 2 3 4

There is a need to upgrade our technology resources. We currently only have 4 chromebook carts to meet the needs of over 30 classrooms. We do not have a strong book room sorted with level readers and grade level specific supports. We need to update the learning supports available for all our students especially our priority groups in an inclusive setting.

Guide for Instructional Materials

Instructional materials (including technology) are…..

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School	A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Universal Design for Learning Guidelines 2.0 ✓ UDL PD Modules ✓ CPS Integrated Library System (S.O.A.R.)	

Rigorous Student Tasks:

Score

1 2 3 4

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)

> Based on observations most students work is DOK 1 or DOK 2. Although teachers have been trained on DOK, we have not started the work of item analysis and instructional practices reflection to see the actual level of rigor students are experiencing.

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	✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	

✓ Teaching for Robust Understanding in Mathematics (TRU Math)
✓ Math Practices: What to Look For Observation Tool
✓ Checking In: Do Classroom Assignments Reflect Today's Higher Standards?
✓ Student Work Protocol (EQuIP)
✓ Slice Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

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

Score

1   2   **3**   4

> We have career day and the counselor works closely with Middle School Students to promote College and Career readiness. We have an afterschool program with a college and career readiness focus. We have activities were all classrooms represent a college during March Madness to generate university awareness and interest.

Guide for Transitions, College & Career Access & Persistence

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

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

Evidence, Measures, and Standards

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

> Teachers have reported not using backward design or universal design to plan instruction. Learning Walks reveal whole group instruction as the main form of instruction students experience. There is minimal evidence of students as the generators of ideas and taking ownership of their learning-Teacher Directed instructional practices. Progress Monitoring is practice that was not implemented with fidelity and began to be a strong focus starting in February. Teachers have reported during grade level team meetings that they struggle adjusting instruction based on data and providing targeted instruction challenging because the systems and structures are not in place.

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	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ 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	CPS SCHOOL EXCELLENCE FRAMEWORK 18

Balanced Assessment & Grading:

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

Score

1   2   3   4

> We just began a mid-year assessment and had teachers work through the process, but it is a new practice. It has not been the practice to have common horizontally aligned assessments or vertically aligned assessment structures. Teachers k-4th are using STEP testing for Literacy inconsistently and 2nd - 8th take the NWEA test once a year. We need to enhance our assessment plan.

Guide for Balanced Assessment & Grading
- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS* and *Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of** universal design and use of accommodations and, where needed, modifications.
  - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
  - Work together on building common assessments within a department, course, or grade level team.
  - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit.
  - Use common protocols and calibrate on scoring and grading in teacher teams.
  - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students,**

families, postsecondary institutions, and prospective employers.
- Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
- Measure, report, and document student progress and proficiency:
  - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
  - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
- Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
- Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Now What? Materials to Support Improvement Planning
- ✓ CPS Balanced Assessment Framework & Assessment Models
- ✓ Assessment Design Toolkit
- ✓ Teacher Made Assessment Basics
- ✓ Grading principals and guidelines
- ✓ Great Schools Partnership –Grading + Reporting

Multi-Tiered System of Supports:

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

Score

1 **2** 3 4

> We have begun the work of progress monitoring and developing systems and structures to improve MTSS implementation and understanding school wide. Teachers have received training on different progress monitoring tools. The also develop academic plans to support struggling students and share the plans with parents. Interventions are not happening consistently. There is a structured calendar giving teachers time and reminders to input information on the MTSS logger.
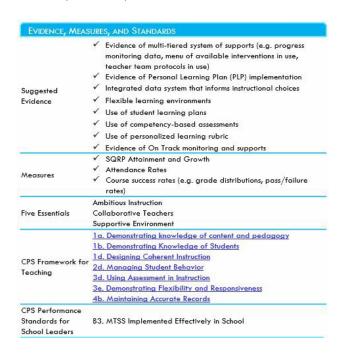
Guide for Multi-Tiered System of Supports
- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.
  - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
  - Classrooms are student-centered with student agency.
  - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
  - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
  - Monitor students requiring and receiving targeted and intensive instruction/interventions.
  - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
  - Determine appropriate interventions for students or groups of students not making adequate progress.
  - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as**

described in Elementary School Promotion Policy (Board Report 09-1028-PO2).

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

Evidence, Measures, and Standards

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

Culture for Learning:

Score

1   2   **3**   4

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

> Teachers have a strong focus in developing a culture of learning as evidence by domain 2b of Reach Observations. Teachers have received training on growth mindset. Student work demonstrates students engaged in active learning experiences posted outside in the hallways.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
  - Use strategies to reinforce and cultivate student curiosity.
  - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
  - Consistently communicate the expectation that all students can achieve at high levels.
  - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
  - Clearly display school-wide expectations for academic and personal success throughout the building.
  - Set high expectations according to grade-appropriate learning objectives.
  - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
  - Recognize high levels of student achievement. All students receive recognition.
  - Encourage student resilience and hard work.
  - Ensure students feel safe to share misunderstandings and struggles.

- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
  - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
  - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
  - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
  - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
  - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
  - Employ strategies including ongoing monitoring and support of students' academic behaviors.
  - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

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

Relational Trust:

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

> As evident by the 5Essentails Student-Teacher as well as Collaborate Teachers rated as weak components. Based on conversations with Middle School Students many report not feeling a connection with their teachers. Teachers have asked for suggestions on improving teacher-student relationships.

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

Student Voice, Engagement, & Civic Life:

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

Score

1   2   **3**   4

> We have developed a Student Council where students had the opportunity to vote for peer representatives. We offer over 1 after-school programs throughout the year that range from sports, music, enrichment, and academics. Students create fundraisers to help the Chicago Food Depository, Toy Drives, and Recycling campaigns.

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

Safety & Order:

Score

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.

1   2   **3**   4

> As evident by dashboard and verify incidents of misbehavior are minimal at IAMS. Also the Behavioral Incident form demonstrates that behaviors are happening mostly in the primary grades due to students understanding behavior expectations and learning anger coping skills. The 5Essentails demonstrate students feel neutral when it comes to safety.

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

Score

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

1   2   3   **4**

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.

Our 5th through 7th grade teachers along with all our recess and lunch staff have received individualized or group training on restorative practices to support addressing student behaviors and building relationships. We have implemented the Second Step curriculum Prek-8th grade and added an advisory period in Middle School. We have implemented CHAMPS as a common structure for managing activities, voice levels, and behavior expectations school wide. The entire staff has receive whole group training on CHAMPS and Restorative Practices. Our Counselor has worked closely with teachers to implement check-in/check-out systems for students that need extra support. The Counselor also partnered up with C4 to provide students further counseling opportunities during the school day. We have an incident google form to document incidents of misbehavior in order to identify trends of misbehavior and create plans for action. For example, struggles during transitions for a particular student could lead to a behavioral plan implemented supporting the student during those difficult times in hopes of taking a proactive approach instead of a reactive. Students that having a difficult time are asked to write a reflection or take some time in the calm space.

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
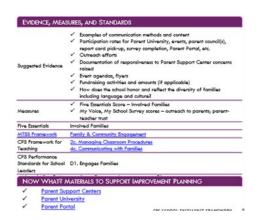
Score

1   2   3   **4**

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.

Inter-American was created by parents and to this day, parents play an active role in all parts of school operations and functions. We have three main parent groups that work well together FELE (Familias en la Escuela), LSC (Local School Council), and BAC (Bilingual Advisory Committee. Teachers from Prek - 2 grade have active parent helpers weekly in their classrooms. The presidents of the different parent committee are invited to and attend many of our in-house professional development. 80% of our teachers with elementary school age students have their children attending IAMS. Our school Climate and Culture Committee has three parents participating in the work to lead our school. The Climate and Culture team has created parent surveys, had Saturday Meet and Greet sessions to continue to enhance parent involvement at IAMS.

Guide for Parent and Family Partnership

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

Evidence, Measures, and Standards

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

CPS SCHOOL EXCELLENCE FRAMEWORK

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus

No.	Description	Rating					
1	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1	**2**	3	4	5	⊘
1	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	**⊘**
1	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1	2	**3**	4	5	⊘
2	Culture of & Structure for Continuous Improvement: Aligned Resources	1	2	3	4	5	**⊘**
2	Expectations for depth & breadth of Quality Teaching: Instruction	1	2	3	4	5	**⊘**
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1	2	3	4	5	**⊘**
2	Expectations for depth & breadth of Student Learning: Curriculum	**1**	2	3	4	5	⊘
2	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	**4**	5	⊘
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1	2	3	4	5	**⊘**
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1	2	3	4	5	**⊘**
3	Culture of & Structure for Continuous Improvement: Professional Learning	1	2	3	4	5	**⊘**
3	Expectations for depth & breadth of 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	Expectations for Quality & Character of School Life: Parent and Family Partnership	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
National School Growth Percentile - Reading					
Looking at the trend the NWEA growth has fluctuated from 90th to the 70th percentile. We are currently strengthening are curriculum by developing standards based curriculum maps in order to create a more cohesive learning from grade to grade, as a result developing a steady structure for improving growth.	92.00	71.00	95.00	81.50	90.00
National School Growth Percentile - Math					
The NWEA data demonstrates a need to focus on math instructional practices. Focusing on rigorous student tasks by engaging in depth of knowledge item analysis will help us develop a structure to effectively impact math growth.	95.00	47.00	95.00	71.00	80.00

% of Students Meeting/Exceeding National Ave Growth Norms

| Developing systems and structures to continuously reflect and improve instructional practices by looking at student work and having constructive peer observations will set the path for consistent growth. | 70.50 | 56.90 | 65.00 | 63.70 | 70.00 |

African-American Growth Percentile - Reading

| N/A | (Blank) | (Blank) | 0.00 | 0.00 | 0.00 |

Hispanic Growth Percentile - Reading

| As a dual language school with 87% Latino population, the strategies we are implementing in our CIWP will impact our Latino students' progress. | 90.00 | 70.00 | 95.00 | 80.00 | 88.00 |

English Learner Growth Percentile - Reading

| The data demonstrates we have a steady increase of EL success. Developing strong structures for progress monitoring with our balance assessments and grading will help us maintain their successful track. | (Blank) | 96.00 | 0.00 | 97.00 | 99.00 |

Diverse Learner Growth Percentile - Reading

| Developing solid structures for progress monitoring as well as improving teacher collaboration will create an effective inclusive environment which will impact DL growth. | 82.00 | 66.00 | 50.00 | 74.00 | 81.00 |

African-American Growth Percentile - Math

| N/A | (Blank) | (Blank) | 0.00 | 0.00 | 0.00 |

Hispanic Growth Percentile - Math

| Focusing on rigorous student tasks by engaging in depth of knowledge item analysis will help us develop a structure to effectively impact math growth. | 96.00 | 43.00 | 95.00 | 69.50 | 76.00 |

English Learner Growth Percentile - Math

| Focusing on rigorous student tasks by engaging in depth of knowledge item analysis will help us develop a structure to effectively impact math growth. | (Blank) | 58.00 | 0.00 | 64.00 | 70.00 |

Diverse Learner Growth Percentile - Math

| Focusing on rigorous student tasks by engaging in depth of knowledge item analysis as well as improving teacher collaboration will help us develop a structure to effectively impact math growth. | 77.00 | 39.00 | 50.00 | 60.00 | 65.00 |

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

| Our attainment has been consistently high, aligning instruction and focusing on rigorous student tasks will help us challenge and move above level students. | 72.00 | 76.00 | 90.00 | 74.00 | 81.00 |

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

| Our attainment has been consistently high, aligning instruction and focusing on rigorous student tasks will help us challenge and move above level students. We are also implementing more technology use to support student learning using Khan Academy. | 77.00 | 71.00 | 95.00 | 74.00 | 81.00 |

National School Attainment Percentile - Reading (Grade 2)

| By improving access to technology, improving our balanced assessment structures to have a more effective way to progress monitor and aligning curriculum will impact our 2nd grade students. | 74.00 | 74.00 | 80.00 | 80.00 | 88.00 |

National School Attainment Percentile - Math (Grade 2)

By improving access to technology, improving our balanced assessment structures to have a more effective way to progress monitor and aligning curriculum will impact our 2nd grade students.	67.00	31.00	85.00	60.00	68.00

% of Students Making Sufficient Annual Progress on ACCESS

As a dual language school we have an 80/20 model and which makes it challenging to improve access scores by a large percent by implementing the practice of the bridge effectively we will begin to see steady improvements.	48.40	*(Blank)*	50.00	50.00	52.00

Average Daily Attendance Rate

Our daily attendance rate has been consistent at 96%. Our students come from all over the city, so in order to maintain our attendance rate we will be having awards assemblies to recognize attendance as one of the metrics of student achievement.	96.60	96.00	96.90	96.00	96.00

My Voice, My School 5 Essentials Survey

Currently our 5Essentials is neutral for effective leadership, weak for collaborative teachers and supportive environment. We have been focusing on creating engaging opportunities for teacher teams and whole staff to collaborate. We are currently working with our parent group FELE to provide cultural presentations for our students once a month in order to provide all teachers two hours of professional development/collaborative time as well as SEL competencies professional development in order to improve collaborative teachers and supportive environment metrics by EOY 2019. The ILT is working together to create a strong distributive leadership environment where different teams are working together to lead initiatives and evaluate progress in order to improve our effective leaders metrics by EOY 2019.	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*

Custom metrics

0 of 0 complete

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

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
create a horizontally and vertically aligned assessment and grading structures for our K-8th grades that takes into consideration all students progress towards the learning goals by effectively implementing MTSS progress monitoring	grade level teams with aligned grade books, common assessments, and developed MTSS structures as well as students taking ownership for their progress through gradebook monitoring and data folders reflection	assessment practices that facilitate student, parents, and teachers understanding their students next edges of growth as a result decreasing the failure rates by 10% and increasing student growth in NWEA by 5%.

Tags:
Progress monitoring, Aligned assessments, Academic support, Common assssessments

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status
Evaluate current assessments in place in order to decide which ones are providing useful data, what teachers are using to guide instructional moves, commonalities. Review other assessment options that will assist in developing a common assessment structure from April to September 2018.	ILT	May 22, 2018 to Sep 6, 2018	On-Track

Standards-based instruction, Common asssessments

Action step	Responsible	Timeframe	Status
Develop an assessment plan for SY2018-2019 by grade bands which includes standardized tests and formative assessments in order to use backwards mapping for instructional planning by September 2018.	ILT	May 22, 2018 to Sep 13, 2018	On-Track

Standards-based instruction, Backwards design, Common asssessments, Instructional alignment

Develop a uniform system for setting up categories and weighs in gradebook that are aligned by grade level by September	ILT	Apr 25, 2018 to Sep 6, 2018	Not started

Gradebook, Coherence, Aligned categories

SY18 - 19 Data Circles to look at student information to inform instructional practices which will happen quarterly starting September 2018 - June 2020	GLTs	Aug 30, 2018 to Jun 14, 2019	Not started

Data analysis, Data driven instruction

Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments in the quarterly units starting September 2018 - June 2020	GLTs	Aug 30, 2018 to Jun 13, 2019	Not started

Ccss literacy, Ccss math

Strategy 2

If we do...	...then we see...	...which leads to...
use the backward design process to develop CCSS aligned dual language interdisciplinary units with a focus on the curriculum of the Americas Prek-8th grade which incorporate clear learning targets, a strong assessment plan, and the meta-linguistic bridge	a school wide curriculum founded on our vision and mission with alignment to CCSS that encompasses dual language instruction across all content areas and grade levels	the development of bi-literate and multicultural students increasing their growth in both NWEA and LAS Links by 5%.

Tags:
Aligned resources, Backwards design, Curriculum mapping, Unit writing

Area(s) of focus:
1

Action step	Responsible	Timeframe	Status
Curriculum mapping in order to ensure integrated standards for Spanish language arts and content areas complete by September 2018 and review maps quarterly for unit writing from September 2018 - June 2020	GLTs	Apr 24, 2018 to Jun 19, 2020	Not started

Common core state standards, Curriculum mapping, Integrated units

Quarterly Unit development with grade level teams integrating Spanish Language arts and Social Studies K-8 and Science K-4 and 6-8. by September 2018	GLT Leads	May 29, 2018 to Sep 6, 2018	Not started

Integrated units

Quarterly Unit review and feedback.	Administration	Jun 25, 2018 to Jun 17, 2020	Not started

Accountability, Approaches to teaching and learning, Coaching supports, Unit integration

Integrated Units cycle of learning within teacher teams. Developed around the targeted instructional strategies implementing the metalinguistic bridge and complexity of work task assignments. Grade level teams will work on a strategy bi-weekly from September to November 2018.	ILT - GLT Leads	Sep 4, 2018 to Nov 1, 2018	Not started

Action step	Responsible	Timeframe	Status
1st Quarter unit resource alignment for unit implementation. Teachers will review resources for alignment monthly from September 2018 to June 2020	ILT - Admin	Jun 28, 2018 to Aug 31, 2018	Not started
Quarterly professional development with Karen Beeman and/or Lead Teachers to improve integrated units and the unit writing process the first year from August 2018 - June 2019	Admin - Lead Teachers	Aug 31, 2018 to Jun 17, 2019	Not started
Identify teacher leads per grade bands to support the creation and implementation of Integrated Units by September 2018	Admin	Apr 24, 2018 to Sep 12, 2018	Not started
Develop a teacher leaders to provide peer coaching and support with the development of curriculum and instructional alignment beginning September 2018 - June 2020	Admin	Aug 20, 2018 to Jun 17, 2020	Not started
Teacher Leader peer coaching happening monthly, teacher leaders will be given a 1/2 day a month to complete observations and give teachers feedback from November 2018 - June 2020	Teacher leaders	Nov 7, 2018 to Jun 18, 2020	Not started

Strategy 3

If we do...	...then we see...	...which leads to...
use Webb's Depth-of-Knowledge (DOK) schema as a tool to analyze the cognitive demand (complexity) intended by the standards, unit activities, and assessment tasks and assist in the differentiation of tasks reflecting on our instructional moves	a system for analyzing student work together as GLTS, effective MTSS structures, peer observations and feedback formal structures, informational learning walks, and reflection on instructional practice, strategically designed instructional blocks to provide Gradual Release of Responsibility	greater teacher collaboration and ambitious instruction as evident in the 5Essentials as effective.

Tags:
Depth of knowledge, Guided reading, Complex tasks, Guided, Guided math

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
Provide professional development around Depth of Knowledge to help teacher teams have the ability to work together to analyze rigor of student work bi-monthly from August 2018 - June 2020	ILT	Aug 29, 2018 to Jun 18, 2020	Not started

Professional development, Depth of knowledge

Develop, implement, and modify as needed a Teacher learning plan and to include active learning experiences looking at student work and reflecting on instructional practice to identify levels of complexity and further opportunities to improve practice that will effectively challenge students. Quarterly beginning September 2018 - June 2020	ILT	Jun 26, 2018 to Jun 23, 2020	On-Track

Depth of knowledge, Teacher reflection, Analyze student work, Complexity

Effective schedule that provides collaboration time with Diverse Learner Teacher and General Education teacher to develop strong progress monitoring supports to happen weekly from September 2018 - June 2020	ILT	May 18, 2018 to Jun 17, 2020	Not started

Professional Development on Co-teaching to build a stronger inclusive environment. - quarterly	Sped Team Lead	May 1, 2018 to May 1, 2019	Not started
Develop a uniform process/structure for instructional block; what does small group look like? (i.e., guided math, small group instruction, mini-lessons). The ILT will develop a timeframe to develop the instructional block (learning process, may develop into more action steps) and monitor implementation monthly from Sept 2018 - June 2020	ILT	May 1, 2018 to Jun 17, 2020	Not started
Develop Literacy Block Schedules/ Math Block schedules- consistent across all grade levels, to support Tiered instruction, Differentiated Instruction, and Diverse Learners. (Running 2 groups simultaneously; meeting the needs of multiple levels of students; grouping of students based on progress monitoring). Beginning September 2018 - June 2019	ILT	May 1, 2018 to Jun 18, 2020	Not started
Visits to other schools to observe their implementation of Literacy Block Schedules/Guide Math Structures. Once a Semester beginning October 2018 - May 2020	Admin	Sep 6, 2018 to Jun 20, 2019	Not started
Quarterly learning walks to inform cycles of learning around rigorous student tasks (Webb/Hess DOK metric) beginning September 2018 - June 2020	Teacher Leaders/ILT	Sep 4, 2018 to Jun 17, 2020	Not started
Peer Observations Cycle (with the mindset of great leaders who receive constant coaching; safe environment where we can push one another to grow-continuously create the same common language.) Beginning October 2018 - June 2020	Teacher Leaders	Oct 2, 2018 to May 12, 2020	Not started
PD for Identified Teacher Leaders on Peer Coaching - quarterly from August 2018 - June 2020	Admin	Aug 22, 2018 to Jun 18, 2020	Not started
Grade level team quarterly analysis of math tasks complexity and implementation of instruction to maintain rigor	GLT leads	Sep 25, 2018 to Jun 16, 2020	Not started
Implementation of guided math practices with a structured learning plan for teacher teams	ILT	Sep 12, 2018 to Jun 10, 2020	Not started

Strategy 4

If we do...	...then we see...	...which leads to...
Map our curriculum integrating the SEL - College and Career-Readiness Standards for every student in content using second step as a resources by providing strategic time for teacher to work together and as well as build their understanding and reflection on Adult SEL Competencies	common SEL focus within in GLTs, reduction in recess referrals, student work demonstrating SEL competencies, greater student affirmation of their participation in school community, students using sel skills for problem solving.	an increase in the 5Essentials specifically in supportive environment and ambitious instruction while supporting the 5% increase in NWEA growth.

Tags:
Curriculum maps, Social emotional learning, College and career readiness standards

Area(s) of focus:
4

Action step	Responsible	Timeframe	Status
Quarterly Professional development for staff regarding SEL competencies from Sept 2018 - June 2020 - PD will include goals for adult and students SEL development	Counselor, ILT	Aug 28, 2018 to Jun 12, 2019	Not started

Professional development, Relational trust, Mindsets, Adult social and emotional learning

Mindset and College and Career Readiness activities quarterly: such as, career day, STEM Night, college week from Sep 2018 - June 2020	Counselor, Events Committee	Sep 4, 2018 to Jun 18, 2019	Not started

Growth mindsets, College and career readiness standards

Integrate College and Career Readiness standards to Curriculum Maps and unit plans from September 2018 - June 2020	GLTs- Lead Teachers	Apr 24, 2018 to Jun 5, 2018	Not started

Curriculum mapping

Communication Structures amongst school groups (LSC, FELE, BAC, ILT Newsletter, GLT Newsletter) from September 2018 - June 2020	ILT	Sep 12, 2018 to Jun 24, 2020	Not started
Common structures for using Website as tool for parent and community communication. September 2018 - June 2020	Admin	Sep 4, 2018 to Jun 11, 2020	Not started
Share Climate and Culture initiatives with the BAC and PAC committees	Climate and Culture	Sep 6, 2018 to Jun 17, 2020	Not started

Action Plan

Strategy 1

ON-TRACK
Evaluate current assessments in place in order to decide which ones are providing useful data, what teachers are using to guide instructional moves, commonalities. Review other assessment options that will assist in developing a common assessment structure from April to September 2018."

May 22, 2018 to Sep 06, 2018 - ILT

Status history

May 29

ON-TRACK   May 29, 2018
Evidence
ILT Agenda and Meeting Notes

ON-TRACK
Develop an assessment plan for SY2018-2019 by grade bands which includes standardized tests and formative assessments in order to use backwards mapping for instructional planning by September 2018."

May 22, 2018 to Sep 13, 2018 - ILT

Status history

May 29

ON-TRACK | May 29, 2018
Evidence
SY2018-2019 Assessment Plan

NOT STARTED | Develop a uniform system for setting up categories and weighs in gradebook that are aligned by grade level by September"

Apr 25, 2018 to Sep 06, 2018 - ILT

Status history

May 29

NOT STARTED | May 29, 2018
Evidence
Teacher and Staff Handbook - Grading Policy

NOT STARTED
SY18 - 19 Data Circles to look at student information to inform instructional practices which will happen quarterly starting September 2018 - June 2020"

Aug 30, 2018 to Jun 14, 2019 - GLTs

Status history

May 29

NOT STARTED | May 29, 2018
Evidence
Agendas, data artifacts analyzed

NOT STARTED
Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments in the quarterly units starting September 2018 - June 2020"

Aug 30, 2018 to Jun 13, 2019 - GLTs

Status history

May 29

NOT STARTED | May 29, 2018
Evidence
Common Assessments

Strategy 2

NOT STARTED
Curriculum mapping in order to ensure integrated standards for Spanish language arts and content areas complete by September 2018 and review maps quarterly for unit writing from September 2018 - June 2020"

Apr 24, 2018 to Jun 19, 2020 - GLTs

Status history

May 29

NOT STARTED | May 29, 2018
Evidence
Developed Curriculum Standards-based curriculum maps for each grade level

NOT STARTED

Quarterly Unit development with grade level teams integrating Spanish Language arts and Social Studies K-8 and Science K-4 and 6-8. by September 2018"

May 29, 2018 to Sep 06, 2018 - GLT Leads

Status history

May 29

NOT STARTED | May 29, 2018
Evidence
1st quarter integrated units of study document

NOT STARTED | Quarterly Unit review and feedback."

Jun 25, 2018 to Jun 17, 2020 - Administration

Status history

May 29

NOT STARTED | May 29, 2018
Evidence
Feedback notes

NOT STARTED

Integrated Units cycle of learning within teacher teams. Developed around the targeted instructional strategies implementing the metalinguistic bridge and complexity of work task assignments. Grade level teams will work on a strategy bi-weekly from September to November 2018."

Sep 04, 2018 to Nov 01, 2018 - ILT - GLT Leads

Status history

May 29

NOT STARTED | May 29, 2018
Evidence
GLT Agenda/Minutes

NOT STARTED

1st Quarter unit resource alignment for unit implementation. Teachers will review resources for alignment monthly from September 2018 to June 2020"

Jun 28, 2018 to Aug 31, 2018 - ILT - Admin

Status history

May 29

NOT STARTED | May 29, 2018
Evidence
Learning Walks

NOT STARTED

Quarterly professional development with Karen Beeman and/or Lead Teachers to improve integrated units and the unit writing process the first year from August 2018 - June 2019"

Aug 31, 2018 to Jun 17, 2019 - Admin - Lead Teachers

Status history

May 29

NOT STARTED | May 29, 2018
Evidence
SY2018-2019 Learning Plan

NOT STARTED   Identify teacher leads per grade bands to support the creation and implementation of Integrated Units by September 2018"

Apr 24, 2018 to Sep 12, 2018 - Admin

Status history

May 29

NOT STARTED   May 29, 2018
Evidence
Staff List and Agenda Notes

NOT STARTED

Develop a teacher leaders to provide peer coaching and support with the development of curriculum and instructional alignment beginning September 2018 - June 2020"

Aug 20, 2018 to Jun 17, 2020 - Admin

Status history

May 29

NOT STARTED   May 29, 2018
Evidence
Learning Plan, PD agendas

NOT STARTED

Teacher Leader peer coaching happening monthly, teacher leaders will be given a 1/2 day a month to complete observations and give teachers feedback from November 2018 - June 2020"

Nov 07, 2018 to Jun 18, 2020 - Teacher leaders

Status history

May 29

NOT STARTED   May 29, 2018
Evidence
Learning Plan, Learning Walks

Strategy 3

NOT STARTED

Provide professional development around Depth of Knowledge to help teacher teams have the ability to work together to analyze rigor of student work bi-monthly from August 2018 - June 2020"

Aug 29, 2018 to Jun 18, 2020 - ILT

Status history

May 29

NOT STARTED   May 29, 2018
Evidence
Professional Development Agenda and information

ON-TRACK

Develop, implement, and modify as needed a Teacher learning plan and to include active learning experiences looking at student work and reflecting on instructional practice to identify levels of complexity and further opportunities to improve practice that will effectively challenge students. Quarterly beginning September 2018 - June 2020"

Jun 26, 2018 to Jun 23, 2020 - ILT

Status history

May 29

ON-TRACK   May 29, 2018
Evidence
Learning Plan

NOT STARTED

Effective schedule that provides collaboration time with Diverse Learner Teacher and General Education teacher to develop strong progress monitoring supports to happen weekly from September 2018 - June 2020"

May 18, 2018 to Jun 17, 2020 - ILT

Status history

May 29

NOT STARTED   May 29, 2018
Evidence
schedules, unit plans

NOT STARTED   Professional Development on Co-teaching to build a stronger inclusive environment. - quarterly"

May 01, 2018 to May 01, 2019 - Sped Team Lead

Status history

May 29

NOT STARTED   May 29, 2018
Evidence
PD agendas

NOT STARTED

Develop a uniform process/structure for instructional block; what does small group look like? (i.e., guided math, small group instruction, mini-lessons). The ILT will develop a timeframe to develop the instructional block (learning process, may develop into more action steps) and monitor implementation monthly from Sept 2018 - June 2020"

May 01, 2018 to Jun 17, 2020 - ILT

Status history

May 29

NOT STARTED   May 29, 2018
Evidence
learning walks

NOT STARTED

Develop Literacy Block Schedules/ Math Block schedules- consistent across all grade levels, to support Tiered instruction, Differentiated Instruction, and Diverse Learners. (Running 2 groups simultaneously; meeting the needs of multiple levels of students; grouping of students based on progress monitoring). Beginning September 2018 - June 2019"

May 01, 2018 to Jun 18, 2020 - ILT

Status history

May 29

NOT STARTED   May 29, 2018
Evidence
Schedules, instructional brake-down structures

NOT STARTED

Visits to other schools to observe their implementation of Literacy Block Schedules/Guide Math Structures. Once a Semester beginning October 2018 - May 2020"

Sep 06, 2018 to Jun 20, 2019 - Admin

Status history

May 29

NOT STARTED | May 29, 2018
Evidence
Visit notes and agendas

NOT STARTED

Quarterly learning walks to inform cycles of learning around rigorous student tasks (Webb/Hess DOK metric) beginning September 2018 - June 2020"

Sep 04, 2018 to Jun 17, 2020 - Teacher Leaders/ILT

Status history

May 29

NOT STARTED | May 29, 2018
Evidence
Task analysis protocol, learning walk tools to gather data

NOT STARTED

Peer Observations Cycle (with the mindset of great leaders who receive constant coaching; safe environment where we can push one another to grow-continuously create the same common language.) Beginning October 2018 - June 2020"

Oct 02, 2018 to May 12, 2020 - Teacher Leaders

Status history

May 29

NOT STARTED | May 29, 2018
Evidence
Cycle Calendar

NOT STARTED | PD for Identified Teacher Leaders on Peer Coaching - quarterly from August 2018 - June 2020"

Aug 22, 2018 to Jun 18, 2020 - Admin

Status history

May 29

NOT STARTED | May 29, 2018
Evidence
PD agendas

NOT STARTED | Grade level team quarterly analysis of math tasks complexity and implementation of instruction to maintain rigor"

Sep 25, 2018 to Jun 16, 2020 - GLT leads

Status history

May 29

NOT STARTED | May 29, 2018
Evidence
Agendas

NOT STARTED Implementation of guided math practices with a structured learning plan for teacher teams"

Sep 12, 2018 to Jun 10, 2020 - ILT

Status history

May 29

NOT STARTED May 29, 2018
Evidence
PD Agendas

Strategy 4

NOT STARTED
Quarterly Professional development for staff regarding SEL competencies from Sept 2018 - June 2020 - PD will include goals for adult and students SEL development"

Aug 28, 2018 to Jun 12, 2019 - Counselor, ILT

Status history

May 29

NOT STARTED May 29, 2018
Evidence
Professional Development agendas and artifacts

NOT STARTED
Mindset and College and Career Readiness activities quarterly: such as, career day, STEM Night, college week from Sep 2018 - June 2020"

Sep 04, 2018 to Jun 18, 2019 - Counselor, Events Committee

Status history

May 29

NOT STARTED May 29, 2018
Evidence
Event Flyers and Artifacts

NOT STARTED Integrate College and Career Readiness standards to Curriculum Maps and unit plans from September 2018 - June 2020"

Apr 24, 2018 to Jun 05, 2018 - GLTs- Lead Teachers

Status history

May 29

NOT STARTED May 29, 2018
Evidence
Curriculum Maps

NOT STARTED
Communication Structures amongst school groups (LSC, FELE, BAC, ILT Newsletter, GLT Newsletter) from September 2018 - June 2020"

Sep 12, 2018 to Jun 24, 2020 - ILT

Status history

May 29

NOT STARTED	May 29, 2018

Evidence

Newsletters

NOT STARTED	Common structures for using Website as tool for parent and community communication. September 2018 - June 2020"

Sep 04, 2018 to Jun 11, 2020 - Admin

Status history

May 29

NOT STARTED	May 29, 2018

Evidence

Website

NOT STARTED	Share Climate and Culture initiatives with the BAC and PAC committees"

Sep 06, 2018 to Jun 17, 2020 - Climate and Culture

Status history

May 29

NOT STARTED	May 29, 2018

Evidence

BAC and PAC meeting notes

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

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

ESSA Program

○ ESSA Schoolwide Program

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

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

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

○ Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

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

as informed and empowered decision makers in their children's education.

Parent and Family Plan

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.

> We will be establishing a Parent Advisory Council that could work with other school based parent groups, such as BAC, LSC, and FELE. We will also have parents involved in our Culture and Climate committee.

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

> We will follow BAC Policy guidelines to create the Parent Advisory committee and have them join forces. There will be monthly meetings posted on the website for all families to be informed. Starting the September 6, 2018 and continue every first Thursday of the month. We will have a room designated as the parent room.

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

> Information shared by parents will be brought to the ILT and LSC for discussion.

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.

> The reports will be printed and distributed during parent-teacher conference.

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.

> Families will be notified via a letter sent home within a week.

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.

> There will be parent workshops scheduled during parent-teacher conference days providing families extra information and support.

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.

> There will be a committee that will survey to identify training and development needs. Parent workshops will happen by month.

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.

> At IAMS, we have a strong connection with parents, teachers have their children attending the school. We have updated our website to help enhance communications. We will also have a staff member support the coordination and recruitment of parent volunteers.

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 PreK program is currently and will continue to participate in all school assemblies, activities, etc.

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.

> Parents will receive information via weekly newsletters sent by email and also found on the website.

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)

> NA

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.)

> Inter-American Magnet School (IAMS) strives to promote academic excellence through bilingual and multicultural education. Spanish dominant, English dominant and bilingual speakers develop fluency and literacy skills in both languages.
>
> Through its dual language program, students affirm the values of their own cultures while acquiring an understanding, appreciation, and acceptance of other cultures and demonstrating social consciousness in a pluralistic world.
>
> At IAMS, a caring, cooperative and accepting school climate is fostered to promote the social, affective and cognitive development of the whole child, and in which parents are active partners in the formal schooling of their children.

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 have a back to school picnic on August 31, 2018 where families will have opportunities to meet the teacher. There are two parent-teacher conferences where parents could set appointments to meet the teacher on November 14, 2018 and April 10, 2019. Parents also have the option to email teachers and schedule an appointment at a time that works best for them.

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

> Parents will receive 5 week progress reports quarterly. Students receiving Ds-Fs will receive academic plans mailed via certified mail.

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

> Parents could set appointments to meet with teachers during the teachers prep time. If the prep-time does not work for the parent, then administration will provide the teacher coverage to support the meeting.

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

> Parents are welcome to volunteer after completing the CPS volunteer process online and setting up an appointment with the teacher. Parents that want to support the entire building are available to check in the office to be guided to the appropriate area for support.

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

> Parents could assist their child's learning by checking parent portal weekly and being familiar with student assignment and grades. Parents could support

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

Parents will be involved in the academic plans of struggling students and they have access to share information with teacher of concerns.

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 could improve academic achievement by using Khan Academy and RazKids at home. Completing assignments and verifying their progress in grade book. Maintaining a 95% an above attendance rate.

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.

The goal is to create a parent room with technology to support families and have a place to be able to provide training and workshops.

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

Account(s)	Description	Allocation

51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$ 0 .00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$ 415 .00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 415 .00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$ 0 .00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ 0 .00
54205 **Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.		$ 0 .00
54565 **Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.		$ 415 .00
53510 **Postage** Must be used for parent and family engagement programs only.		$ 0 .00

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

| 55005 | **Furniture and Equipment**
Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents. | $ | 415 | .00 |