



James Monroe Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
02/28/2018	Grade level teams - All staff	CIWP Overview
03/14/2018	Grade level teams - All staff	SEF
04/04/2018	Grade level teams - All staff	SEF cont.
04/12/2018	ILT	CIWP Priorities
04/25/2018	Grade level teams - All staff	CIWP Priorities
04/26/2018	ILT	CIWP Strategies
05/02/2018	Grade level teams - All staff	CIWP Strategies
03/29/2018	Admin Team	2018-2020 CIWP Vision
05/02/2018	LSC	2018-2020 CIWP Overview
04/16/2018	LSC	2018-2020 CIWP Overview

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

1 2 **3** 4

Grade Level Meetings have a vision/agenda ahead of time and based per ILT's request for feedback, TLIs have a shared vision of the district, SQRP Update provided at every school committee meeting, Monroe Updates communicates vision and priorities, 3 Core Building Committees - plus Subject Specific Committees- plus 100% of staff on a Committee per Flex Hours, Vertical Ladder creates coherent goals, the grade level teams meet weekly and have set protocols and agendas to help the meetings to be productive and to spur the students to success. Everyone has a shared voice at GLM where we can influence big decisions. Monroe Weekly Updates help everyone stayed informed on what is going on weekly in the building. All grade levels have common prep times which helps with collaborate and review student work and use it to inform instruction.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

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100% of staff participate in Instructional Rounds as Observer and Observee. There are structured protocols and agendas at every meeting. ILT chair and Admin meet weekly to plan meetings. It is evident that the ILT and the GLT set a culture of continuous improvement as the scores for the standardized assessments are analyzed and action plans are set. Summit work with Agency, Authority and Identity has been encouraged to implement within each classroom. ILT collaborate with teachers to create an instructional focus (like grouping/differentiation/peer collaboration) that is rolled out in grade level meetings and observed through instructional rounds and peer observations. Instructional focus is supported and Information is shared at GLMs.

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
 - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
 - Relentlessly ask, "**Is it working?**" about every program, initiative, and strategy in the school.
 - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
 - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "**If not, why not?**"
- **Share leadership for improving teaching and learning with representative school members.**
 - Organize the team around a common understanding of team's purpose and instructional priorities.
 - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
 - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)

- **Use protocols and ask probing questions.**
 - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
 - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
 - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
 - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
 - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
 - Meet regularly (2-4 times per month).
 - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
 - All team members have equity of voice and are actively engaged in asking questions.
 - Celebrate small wins and improvements.
 - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ Five Essentials: Instructional Leadership
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
MTSS Framework	<ul style="list-style-type: none"> Shared Leadership, Evaluation of MTSS
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ 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

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Common Planning time is allotted across all grade levels. Schoolwide initiative on instructional focus is mapped and supported in grade level team meetings and on teacher professional development days. Teachers are encouraged to attend district and out-of-district PD's. Assessment Feedback Template, peer collaboration rubric, and grouping protocol created by ILT. Instructional rounds and Peer Observations is established safe practice and calendared for the entire year. GLT members are included in the interview process for new hires. Conferences and PD's are approved/paid for/and arranged with the support of Administration. MONROE PROFESSIONAL DEVELOPMENT google calendar tracks which PD staff members have attended. Monroe Updates include PD opportunities and are listed on Staff Website. Network Coaches/SSA's/Instructional Support Leads provided to teachers. Peer observations is opportunity for teachers to positive feedback to one another. Admin conducts casual observations with feedback that is nonevaluative. Grade Level Teams help mentor new teachers and there is also a Admin lead that each grade level is assigned to. Teachers have time during PD days and GLMS to collaborate. Ideas for continued improvement: Getting more buy-in for current instructional initiatives, and being more systematic for which PD's we go to and prioritizing the TLI time, and creating contractual congruence for extended day PD. Need more time to share out new learning from PDs.

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
 - Use data to identify performance and practice gaps to inform PL plan.
 - Use research about best practices to identify potential learning and subject matter experts to support.
 - Solicit feedback from staff to inform selection of PL opportunities.
 - Provide PL relevant to the cultural and linguistic needs of students.
 - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
 - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
 - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
 - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
 - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
 - Teachers provide and accept collegial support and feedback to/from colleagues.
 - Teachers participate in and facilitate professional inquiry in teams to advance student learning.

- **Make 'safe practice' an integral part of professional learning.**
 - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
 - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
 - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
 - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

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Schedule Change Form instituted and required for all schedule changes. Resource classrooms are available for diverse learners. Intervention period created per student need. Before and After School opportunities for all interested teachers. We have a high Teacher Retention Rate. Purchases are streamlined. Math Curriculum voted upon by all staff. Science NGSS aligned kits purchased for grades K-3. A variety of tech tools are purchased to support instruction (ie, Learning A-Z, Brainpop and Brainpop en Espanol, Amplify for grades 3-5), Scheduling optimizes teacher certifications with student-centered approach. Technology implementation 8:1 and available on all floors. There is a three step hiring process and the team is invited in the interview process. Teachers apply for and obtain grants for various classroom needs.

Guide for Aligned Resources

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
	<ul style="list-style-type: none"> ✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ 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	
	<ul style="list-style-type: none"> ✓ Aligning Resources with Priorities: Focusing on What Matters Most ✓ Instructional Supports ✓ Strategic Source Vendor List ✓ CPS Instructional Time Guidelines: Elementary School Overview ✓ CPS Instructional Time Guidelines: High School Overview ✓ CPS Instructional Block Guidance: K-2 Literacy ✓ CPS Instructional Block Toolkits: Math

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

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

1 2 3 4

Second Step for social-emotional learning, Clear articulation of standards kids should know be able to do per the Vertical Ladder, ELL and Diverse Learners follow same Vertical Ladder, Reach National Geographic Curriculum supplements ELL learning, Lexiled Readers and Leveled Libraries present in nearly all rooms, ELL get native language support and development, Submission of 5 week assessments ensure backwards planning, Vertical Ladder examined on 5 week cycles, Publishing Parties, Authors' Day and Genius Hour Celebrations, Music Department plays at Logan Square Farmers Market, Problem of Month Gallery Walk, No scripted curriculum provided in K-8 ELA, Progress Monitoring K-5, Advanced Algebra in 8th Grade,

Guide for Curriculum

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

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

Evidence, Measures, and Standards

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

Instructional Materials:

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

Score

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We currently have 5 online subscriptions for supplemental blended learning (RAZ kids, BrainPop) across all grades. Most teacher have Spanish and English Language libraries. Connected Math and Envision Math are available in Spanish. NGSS Foss Science Kits/SEPUP purchased for grades k-4. Progress monitoring Amplify Kits were purchased to extend to grade 5. Second Step is curriculum used to teach SEL in all grades. National Geographic curricular materials were purchased for ESL component in grades k-5. Google Classroom used in all 5-8 ELA classrooms. 8th Grade students clearly identify IRB. Resource Room available with curricular supports. Pre-K uses teaching strategies GOLD. At least 1 technology cart is available per floor. We have 2 computers labs. All primary classroom has at least 5 ipads for use in technology station.

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/updated in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
 - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
 - Materials are in English and native language for English learners.
 - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
 - Students interact with instructional materials to engage all modalities in the learning process.
 - Technology is integral to students learning experiences.
 - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning**

and expression of knowledge.

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

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

Score

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

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The Monroe Method includes CCSS Vertical Ladder Map and Bulletin Board display, 5 Week Standards-based common assessments and a 6th week protocol designed to reflect and refine teacher practice. Grade level teams meet weekly to discuss rigor and best practices such as Tru Math Dimensions, Standards Based Rubrics for 5 week cycles. GLTs plan for opportunities for authentic audiences of student work such as 2-5 publishing parties per year in 4 grades, Essay Contest for K-5 for WGN news. We have used personalized learning tools such as RAZ, Envision Math Platform, BrainPop and BrainPop en Espanol, and Scholastic News. The choice of leveled independent reading is done weekly. POM gives the students time to really implement the real-world audience through the Gallery Walks that are held quarterly. We examine student work through cycle assessments. Students use peer and self-assessment for evaluation of their work. MARS tasks, FALs and POM give students access to many levels of math that challenge them. Goal Setting Week carries uneven implementation.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
 - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
 - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
 - Tasks are Integrative to draw on multiple standards.
 - Teach for Robust Understanding in Mathematics (TRU Math). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
 - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).

- **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
- **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ 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 (EQIP) ✓ 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

8-9 Transition curriculum involves parents and students centered around choice. Monroe has hosted high school fairs every year. High School articulation trackers ensures every student selects at least 5 potential high schools which is monitored by school counselor. High school field trips and tours are planned yearly. 8th grade Algebra is offered at Monroe. Goal setting practice is implemented with regular teacher-student conferences to discuss progress. Real-world field trips are planned in most grades. Middle school students are invited to their IEP meetings. Naviance has been taught in middle grades by counselor. Cafe y conversacion topics include Paying for College.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, CTE recruitment fairs, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals. Expose students to CTE Pathways around career options
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.
 - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**

- Provide access to 8th Grade Algebra to all eligible 8th grade students.
- Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
- Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
- Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
- Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
- In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- Provide opportunities for Dual Credit/Dual Enrollment
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.
 - Equipping students and families with persistence strategies. (College Persistence Toolkit)
 - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 2 **3** 4

Monroe Method: Curriculum and Instruction

Step 1: We backwards plan

All teachers on a grade level define their end point(s) on the Vertical Ladder

Step 2: We announce our plan

We spread the word via Vertical Ladder bulletin boards

Step 3: We see if our plan worked

We administer the quality common assessments we uploaded 5 weeks before & receive feedback on

Step 4: We reflect & refine our practice

We meet as a team to review our results and commit to a next step on our 6th Week Protocol

MONROE curricula are planned and carried out by Grade Level Teams chairs:

GLT meetings are the Principal Directed Prep. Utilize them as a place to work on instruction only as we know this is where the bulk of our duty lies as a school. Instructional Only Activities include items like: Lesson Planning, 6th Week Assessment Protocols, Sharing of Best Practices on a pre-determined topic, Drafting a Grade Policy, Looking at Student Work Protocols, Peer Review of Assessments (ie one person brings an assessment and others discuss edits, discuss what standard it fits in, praise, etc), Professional Reading of a Book (i.e. Teach like a Champion or Understanding by Design), Peer Observations providing specific feedback and ideas to one another, Academic (not behavior) interventions and strategizing around specific students.

All teachers are expected to attend their Grade Level Team meetings at least every week to develop, analyze and revise Common Assessments, lesson plans, and the Monroe Vertical Ladder. All GLT meetings must be documented with an agenda (Data Wise template required), minutes and sign-in, which need to be posted to the appropriate Google drive

Guide for Instruction

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

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

Score

1 2 **3** 4

Common Assessments

5 Week Common Assessment is a summative assessment from which all instruction in those five weeks is planned backwards. It assesses students' progress in the 1-3 Focus Standards documented on the Vertical Ladder and atop the submitted copy of the assessment. It is administered to all students in the same grade level in that subject matter. By no later than the START of the 5 Week Cycle, these are to be uploaded by the Grade Level Team to their Common Assessment Folder within Monroe Elementary SY16. Timely submission of these is an instructional priority of the administration.

Purpose of a 5 Week Common Assessment:

1. Spark teacher collaboration
2. Encourage reflection and planning based on data
3. Encourage reflection on the teaching, not the learning
4. Makes the teacher ask him/herself in advance, "what should the students be able to understand by that point?"
5. Align to Proficient/Distinguished levels in the Chicago Framework for Teaching's Domain One (particularly 1c: Selecting Learning Objectives, 1d: Designing Coherent Instruction and 1e: Designing Student Assessment)
6. Ensure that all students are getting all relevant CCSS; thus vertical alignment
7. Ensure results-focused design as opposed to content-focused design

Expectation of a good 5 Week Common Assessment

1. Focuses the teaching with mastery in mind
 2. Written in the form of student learning and outcomes
 3. Thorough rubric included that provides high expectations and good descriptor of each level of student performance
 4. Ideally allows for diverse types of learning and student entry points, with multiple opportunities for integration and coordination across the disciplines
 5. Include Standard (written in full form, not only citation) associated with each question printed near that question/prompt/activity
- Weekly grade entry in Gradebook is due the first day of the week for the previous week. These items include the COMMON ASSESSMENTS, Quizzes, projects, labs, graded homework or other tools that allow the teacher to make a determination as to the student's level of achievement. A minimum of 1 entry is required each week for each core subject. The school is developing a policy for classes which meet less frequently than daily.

Guide for Balanced Assessment & Grading

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

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

Evidence, Measures, and Standards

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

Multi-Tiered System of Supports:

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

Score

1 2 **3** 4

MTSS team meets every other week with agendas and protocols. MTSS tracker is monitored during weekly meetings. MTSS uses the Problem-Solving Process (PSP) which provides us the tools to continually identify goals, analyze root causes, set forth action steps, and evaluate and adjust instruction and interventions to ensure continuous improvement in student performance. PBIS is present in all classrooms across the building. Second Step lessons are taught weekly. Attendance is tracked daily by attendance clerk and weekly in Operations team meetings. Staff members are trained on check in check out. Token economy eagle buck system supports SEL. Monthly family nights is used to communicate MTSS with parents. Goal setting worksheets are evident for student learning plans. Progress monitoring schedule is calendared for the entire school. Attendance letters are sent home for 5 and 10 day absences. Our after school programming offers enrichment in academic support and extra-curricular activities. Parent-mentor program provide small group support. Grouping protocol ensures students are intentionally grouped and working towards targets skills.

Guide for Multi-Tiered System of Supports

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
 - Empower student to advance their learning.
 - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
 - Classrooms are student-centered with student agency.
 - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic**

absenteeism. (On Track)

- Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
 - Monitor students requiring and receiving targeted and intensive instruction/interventions.
 - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
 - Determine appropriate interventions for students or groups of students not making adequate progress.
 - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 **3** 4

School is welcoming with pictures of current student work. #nemonroe message is evident throughout the building. Awards ceremonies are held by semester recognizing high achievement and attendance. Perseverance is a focus as a result of the math TLI's initiative. Problem of the Month is implemented school-wide with a gallery walk as culminating event. High engagement of students is reflected on low numbers in regards to discipline. Student of the Month awards to recognize monthly achievements in the classroom per grade level. Playworks program has engaged students more in recess. Junior Coaches Program promotes student leadership. Math talks have helped to develop academic mindsets. Teachers post bulletin boards with cycle CCSS, student work, and essential questions to set a culture of learning. Goal setting practice is implemented with regular teacher-student conferences to discuss progress. Intentional grouping of students allows for targeted instruction.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
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	
<ul style="list-style-type: none"> ✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (en.edu/te) ✓ 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

Positive Behavioral Intervention and Supports is evident school-wide where students exhibit responsible, respectful, and safe behaviors. Individual students can earn Eagle bucks and can "cash" them in at the Eagle Shop. Golden Eagle bucks are given to entire classrooms being respectful, responsible, and safe. Stakeholders model positive behaviors. Parent workshops are offered on a monthly basis during Cafe y Conversacion. We have monthly family nights planned and organized by teachers and student leaders. Student Council and Peer Council members are seen as leaders of the school. Students in Check-in and Check-out follow process with a trusted staff member. Administration has an open door policy. Classroom teachers coach school teams to build positive relationships. Instructional rounds and peer observation allow for safe practice and feedback. Restorative practices evident at Monroe. Family meetings take place in 5th grade. Second Step curriculum is implemented school-wide. Team meetings follow norms like assuming positive intentions. Students are supported by dean of students, a social worker, a counselor.

Guide for Relational Trust

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

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

Score

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

1 2 **3** 4

A variety of after-school programs are offered to students ranging from sports to other extra curricular activities such as Art Club, Knitting, Private Musical Instrument lessons, Guitar and Violin lessons, Drama, and Peer and Student Council. Students in grades 4-8 choose an elective track for their Specials classes. 8th grade students complete community service hours. Algebra and Reparations Won curriculum is offered in 8th grade. 5 Essentials survey is completed by 4th-8th students. We have monthly Family Nights planned and led by teachers and students. Primary students have their annual Authors' Day where authors come to present in an assembly and go to the primary classrooms to read and share about their lives as authors. Spirit week topics are selected by students. Middle school students help with fundraising efforts. Student goal-setting protocols in place in grades 2-8. Playworks Junior Coaches are intermediate students that serve as leaders in structured play during recess. School store, The Eagle Stop is ran and managed by Student Council members.

Guide for Student Voice, Engagement, & Civic Life

Study politics

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

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

Evidence, Measures, and Standards

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

Safety & Order:

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

Score

1 2 **3** 4

There is a well defined entry and dismissal plan. Security guards and/or staff are posted at 3 entrances during student entry. Parent mentors act as crossing guards and kiss-in-go monitors. Administrators help with the kiss and go entry and dismissal. Barriers are set-up for the students to be released safely to their parents at the end of the school day. Classrooms are assigned certain doors at dismissals. We have video monitoring of the exterior building and leeway that connects both buildings. We have a clearly defined Visitor Policy. Visitor entry is contained to main entrances. School-wide PBIS behavioral expectations are posted in different locations including auditorium and recess. School-wide behavior expectations are retaught throughout the year, particularly after winter and spring break. Fire drills are calendared and run efficiently. Restorative practices are evident in most classrooms. Teachers use Student Logger for academic and behavior concerns. There is set criteria for classroom-managed and office-managed behaviors. An adult trained in restorative conversations is in the dean's office to help with behavior issues. In the pre-k classrooms teachers use a sign-in and -out system during pick up and drop off. Teacher meets the children at assigned doors at entry and dismissal. A detailed Security Plan and Safety Plan for ELSA has been established.

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
 - Manage classroom routines and procedures to maximize instructional time.
 - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
 - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
 - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
 - All adults use active supervision (move, scan, and interact) in all settings.

- **Have a voice and take informed action.**
 - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
 - Students initiate and lead some school improvement initiatives.
 - Students participate in democratic decision-making at the school level.
 - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
 - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey “Safety” score
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Social Emotional Learning Supports (cps.edu/sel)

Restorative Approaches to Discipline:

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

Score

1 2 **3** 4

Established MTSS team meets weekly with agendas and protocols. PBIS present in all classrooms throughout the building. Second Step lessons are taught weekly in grades PK-8. Attendance is tracked daily by attendance clerk and weekly by operators team. Letters are sent home for 5 and 10 day absences. Calls are made for students below 96% attendance. Token economy system supports SEL. Staff members have been trained on how to have a restorative conversation. Re-entry plans are created for students suspended more than 3 days. School-wide PBIS behavioral expectations are posted in different locations including auditorium and recess. School-wide behavior expectations are retaught throughout the year, particularly after winter and spring break. Restorative practices are evident in most classrooms. Teachers use Student Logger for academic and behavior concerns. There is set criteria for classroom-managed and office-managed behaviors. An adult trained in restorative conversations is in the dean's office to help with behavior issues.

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:

Score

1 2 3 4

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

Parent Mentors are requested by teacher to support instruction and learning. We have active PAC and BAC committees who regularly attend school functions and act as volunteers where needed. Family Nights are held once a month that include a variety of topics and activities. We have a functioning parent library open daily ran by parents. Our monthly Cafe and Conversation meetings provide opportunities for parents to voice concerns, attend parent workshops, hear Monroe updates. Functioning LSC meetings are public. Monthly School Newsletter and Calendar is shared in hard copy and digitally through our website. We offer parent classes such as Nutrition, Computer, ESL and GED. Translation available for parent meetings. All information shared with parents are published in English and Spanish. PreK has two additional parent conferences (home visits). Each study includes opportunities for family partnerships throughout the study - for example, contributing materials and attending celebrations to support learning. We house SNAP office for families in need of supplemental nutrition assistance.

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

School Excellence Framework Priorities

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

- 3 Expectations for Quality & Character of School Life: Relational Trust 1 2 3 4 5
- 3 Expectations for Quality & Character of School Life: Restorative Approaches to Discipline 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

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					
In general, students are growing and achieving at higher rates than prior years. This year we have spent time developing our assessment practices and together engaging in school-wide differentiated instructional practices.	75.00	64.00	55.00	75.00	80.00
National School Growth Percentile - Math					
Recently we have purchased and implemented a new, more rigorous math curriculum tool and have engaged in school-wide POM practices. Additionally we began a PD series in understanding and implementing math practices. We may see a leveling of the growth due to the implementation curve, but Teachers have recently seen students acclimating to the program and improving their performance.	12.00	76.00	75.00	80.00	85.00
% of Students Meeting/Exceeding National Ave Growth Norms					
The School has worked to develop the faculty in the areas of Math and Reading with targeted PD on common instructional practices and investment in new, more rigorous curricular tools. Additionally we are in year 2 of very explicitly and publicly revising our K-8 Curriculum and are beginning the same work in Science and Social Studies.	50.00	59.30	65.00	65.00	70.00
African-American Growth Percentile - Reading					
n/a	(Blank)	(Blank)	0.00	0.00	0.00
Hispanic Growth Percentile - Reading					
In 2014-15, many students exited the Bilingual program and while their growth percentile was above 70%, they are still language learners and therefor their growth did not compare well against growth of native English speakers. In general, students are growing and achieving at higher rates than prior years. This year we have spent time developing our assessment practices and together engaging in school-wide instructional practices.	76.00	66.00	55.00	70.00	75.00
English Learner Growth Percentile - Reading					
In 2014-15, many students exited the Bilingual program and while their growth percentile was above 70%, they are still language learners and therefor their growth did not compare well against growth of native English speakers. In general, students are growing and achieving at higher rates than prior years. This year we have spent time developing our assessment practices and together engaging in school-wide instructional practices.	46.00	97.00	80.00	85.00	90.00
Diverse Learner Growth Percentile - Reading					

The School has worked to develop the faculty in the areas of Math and Reading with targeted PD on common instructional practices and investment in new, more rigorous curricular tools. This includes work with our diverse learners. Additionally we are in year 3 of very explicitly and publicly revising our K-8 Curriculum and are beginning the same work in Science and Social Studies.

15.00

44.00

15.00

45.00

50.00

African-American Growth Percentile - Math

n/a

(Blank)

(Blank)

0.00

0.00

0.00

Hispanic Growth Percentile - Math

The School has worked to develop the faculty in the areas of Math and Reading with targeted PD on common instructional practices and investment in new, more rigorous curricular tools. Additionally we are in year 3 of very explicitly and publicly revising our K-8 Curriculum and are beginning the same work in Science and Social Studies.

15.00

76.00

75.00

80.00

75.00

English Learner Growth Percentile - Math

The School has worked to develop the faculty in the areas of Math and Reading with targeted PD on common instructional practices and investment in new, more rigorous curricular tools. Additionally we are in year 3 of very explicitly and publicly revising our K-8 Curriculum and are beginning the same work in Science and Social Studies.

10.00

93.00

50.00

75.00

80.00

Diverse Learner Growth Percentile - Math

The School has worked to develop the faculty in the areas of Math and Reading with targeted PD on common instructional practices and investment in new, more rigorous curricular tools. Additionally we are in year 3 of very explicitly and publicly revising our K-8 Curriculum and are beginning the same work in Science and Social Studies.

1.00

43.00

70.00

70.00

75.00

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

Monroe is transitioning to an attainment-based goal setting protocol because it is easier to establish clear, transparent mechanism to progress monitor our school.

45.00

48.00

45.00

50.00

55.00

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

Monroe is transitioning to an attainment-based goal setting protocol because it is easier to establish clear, transparent mechanism to progress monitor our school.

36.00

42.00

65.00

65.00

70.00

National School Attainment Percentile - Reading (Grade 2)

As we have transitioned to using more NWEA testing sessions in 2nd grade and BOY, MOY we want to continue this process of using NWEA as a progress monitoring tool for our team at large and we anticipate reaping benefits of this heightened differentiation and assessment literacy.

32.00

49.00

40.00

50.00

55.00

National School Attainment Percentile - Math (Grade 2)

As we have transitioned to using more NWEA testing sessions in 2nd grade and BOY AND MOY we want to continue this process of using NWEA as a progress monitoring tool for our team at large and we anticipate reaping benefits of this heightened differentiation and assessment literacy.

19.00

36.00

40.00

40.00

45.00

% of Students Making Sufficient Annual Progress on ACCESS

We will continue to identify our progress monitoring tool for English Learners as we have our aligned our work with the WIDA standards and Reach: National Geographic program and ensured appropriate native language text/instruction. As with our NWEA initiatives, we will be heightening our efforts of differentiation based on ACCESS proficiency levels.

36.20

(Blank)

60.00

60.00

65.00

Average Daily Attendance Rate

Our Weekly, Monthly, Cycle, and Semester incentive structure targeting different populations has built a culture celebrating attendance; now as we continue to climb we will need to be using more root cause analysis and increased individualized student tracking. We see our future BAG reports as another lever to meet our goal.

96.10

96.30

97.00

97.00

97.00

My Voice, My School 5 Essentials Survey

Our trending has shown that although some areas increase, others fluctuate by extension. For instance, accountability has gone up, but autonomy has gone down. We will continue the climb but are mindful of this trend.

(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
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Strategies

Strategy 1

If we do...

Implement a learning cycle on cognitive demand (via summit teachbacks with fidelity since SY19 topic is Cognitive Demand, Public practice regarding rigor, Teacher-led PD on rigor, partner PD on DoK), wherein we transform current pk-8 common assessments into authentic applications of learning that utilizes the learning cycle monitored by a rubric developed by ILT.

...then we see...

students feeling ownership of rigorous, real world application in project-based assessments written by teachers showcased in culminating units that expand upon our current common assessments in all subjects, PK-8th grade

...which leads to...

Student Ownership evidenced by increased performance in REACH Evaluations particularly 3c and 1d, levels of student satisfaction in My Voice, My School particularly Rigorous Student Task, and NWEA EOY/ISBE Science/ACCESS.

Tags:

21st century skills, Interdisciplinary units, Curriculum framework project, Agency, authority and identity, Instructional rounds

Area(s) of focus:

1

Action step

Identify and build partnerships with schools and organizations that are succeeding in project-based learning (including but not limited to Network 4 & Schools that Can) and provide opportunities for Monroe teachers to see it in action that reach minimally 20% of staff as informal change champions

Responsible

Principal with 20% of teachers

Timeframe

select

Status

On-Track

Project based learning

Establish Monroe Instructional Shout-out for rigorous practices in-line with staff pd starting with 70%-90% of teachers recognized over the course of SY19 on a weekly basis

ILT

Sep 1, 2018 to Jul 30, 2019

Not started

Project-based learning, Pbis

4 teachers to lead at least 3 hours of PD's for 100% of teacher force on SY19 semester One PL essential question- "what is student ownership"

Teacher Team

Aug 26, 2018 to Dec 1, 2018

Behind

Student ownership, Voice and choice

4hours of partner-pd on DoK experienced by 100% of teacher force by end of Q1 pd day

ILT

Nov 1, 2018 to Aug 1, 2019

Behind

Dok

4 teachers to lead one hour of PD on UbD practices of past by MOY SY19, experiences by 100% of teacher force	Teacher Team	select	Behind
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Ubd, Teacher leadership

4 hours of planning time to establish Stage One and Stage Two of Culminating PBL Unit completed by 100% of teaching force by Q3 PD day SY19	ILT for PK-8 Teachers	Jan 1, 2019 to Feb 1, 2019	Behind
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Ubd

3 instructional rounds per year on that year's PL essential question experienced by 100% of teachers as both observed and observee, BOY, MOY and EOY cycle per school year	pk-8 teachers	Aug 1, 2018 to Jun 30, 2020	Behind
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Project-based learning, Instructional rounds

By EOY SY19 complete one school-wide map of one project-based learning unit per every teacher (including DL and EL) expanded from a current common assessment submitted in EOY18	pk-8 teachers	Jan 1, 2019 to Jun 30, 2019	Behind
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EI, Project based learning, DI, Ubd units

100% of ILT revise the Common Assessment rubric to include a more rigorous, project-based approach by MOY SY19	ILT	Sep 1, 2018 to Dec 31, 2018	Behind
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ILT, Project based learning, Rigor

Field Trip Policy Team of 3 teachers create one schoolwide map of field trips per grade level by EOY 19 after minimum of 3 meetings that year	Field Trip Policy Team	May 31, 2018 to Jun 30, 2019	Behind
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Project-based learning, Field trips, Experiential

3 hours or partner PD experienced by 100% of teacher force on how to leverage field trips in project-based approach MOY SY20	ILT identified partner	Jan 1, 2019 to Jun 30, 2020	Behind
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Project-based learning

Field Trip Policy Team of 3 teachers having a minimum of 3 meetings semester one of SY19 Establish and publish one field trip policy for school	Teacher Policy Team: Field Trip	Dec 31, 2018 to Dec 31, 2019	Behind
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Teacher leadership, Field trips, Policy

By MOY SY20, every teacher including DL and EL plan and publish a second unit per teacher using the project-based learning rubric created by ILT implemented by EOY SY20	pk-8 teachers	Aug 1, 2019 to Jan 1, 2020	Behind
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Project-based learning

100% of teachers peer review one another's project-based units using the ILT created rubric minimally 2 times annually via defined protocol written by ILT	All teachers	Feb 1, 2019 to Jan 1, 2020	Behind
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Project-based learning, Teacher leadership, Peer review

ILT and admin provide written feedback to 100% of teachers on their PBL units during the writing process of SY20	ILT, Admin	Feb 1, 2020 to Aug 1, 2020	Behind
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Project-based learning, Peer review

Continue and leverage rockstar nominations, casual observations, and social media to publicly celebrate teachers' project-based learning approaches with weekly implementation of each recognizing 100% of teachers in at least one of the items monitored on our already established Teacher Tracker	Staff	Sep 1, 2018 to Jul 4, 2020	Behind
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Pbis

ILT members in summer SY19 define the SY18 Essential Question regarding Cognitive Demand	ILT	Jun 1, 2018 to Aug 26, 2018	Not started
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Cognitive demand

Admin team with consultation to the ILT define and implement reformed strategy for teacher to teacher instructional shout outs regarding project-based learning and cognitive demand	ILT	Jan 1, 2019 to May 1, 2019	Not started
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Project-based learning, Pbis, Cognitive demand, Instructional leadership

100% teachers will experience 2 hours of implementation stage PD on DoK with partner provider by MOY SY19 with Assistant Principal as project lead	Assistant Principal	Jan 1, 2019 to Apr 2, 2019	Not started
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Dok

4 teachers to lead 2 hours on PD of UbD practices from SY15 CIWP to 100% of teacher force MOY SY19	ILT	Jan 1, 2019 to Feb 1, 2019	Not started
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Ubd, Teacher leadership

Strategy 2

If we do...

18-month Personalized Learning program through LEAP Innovations with a cohort of intermediate monolingual, bilingual, and diverse learner teachers in SY19 expansion in SY20 which provides intensive professional development on personalized learning model design and implementation at the classroom level and 1:1 coaching provided by LEAP

...then we see...

Teachers empowered and supported to ensure all students' ownership of their needs, strengths, interests and approaches to learning make progress at individualized levels

...which leads to...

Increased performance in REACH Evaluations particularly 1b, levels of student satisfaction on 5Essentials particularly student to teacher trust, on-track rates, and NWEA EOY/ISBE Science/ACCESS.

Tags:

Diverse Learners, Personalized Learning, Student voice, English language learners, Adaptive learning, Engagement, 5 essentials, Technology integration, 3b, Academic achievement, 3c, Academic goals, Student choice, 21 century skills

Area(s) of focus:

3

Action step

Dec 2017-May 2018, a Leap team of 5 teachers (3rd grade bilingual and monolingual teachers, 4th grade math teacher, 5th grade Bilingual Math teacher, and 1 diverse learner teacher) will receive 6-month upfront professional development to learn about and create personalized learning classrooms.

Responsible

Principal with Leap cohort team

Timeframe

select

Status

On-Track

Diverse Learners, English Learners, Personalized Learning, Professional development, Differentiation

Sept-June 2019, the LEAP team (3rd grade bilingual and monolingual teachers, 4th grade math teacher, 5th grade Bilingual Math teacher, and 1 diverse learner teacher) will implement a full year of piloting personalized learning strategies and edtech tools curated by experts and selected by cohort team.	Leap cohort team of teachers	May 28, 2018 to Jun 14, 2019	On-Track
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Diverse Learners, English Learners, Differentiation, Technology integration, Personalized learning plans

In April 2018, Monroe LEAP team will visit Personalized Learning model schools to see PL in action and implement the observed PL strategies in the classroom.	Leap cohort team	Apr 2, 2018 to Apr 20, 2018	Completed
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Personalized Learning, School visits

In February-March 2018, each LEAP team member will shadow a student for empathy project. Students will be selected from different subgroups. The empathy project will provide understanding of our students' environment as well as their role in it to help in designing a Personalized Learning classroom.	Principal and Leap cohort team	Feb 5, 2018 to Mar 2, 2018	Completed
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Diverse Learners, English Learners, Personalized Learning, Job shadowing, Empathy

April-May 2018, the LEAP team researches edtech tools and on Match day cohort team interviews edtech companies to select edtech tools that best fits student and school needs. Edtech tools selected and piloted in SY18-SY19.	Principal and Leap cohort team	Mar 19, 2018 to Apr 7, 2018	On-Track
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Diverse Learners, English Learners, Personalized Learning, Action research, Technology integration, Research based practices

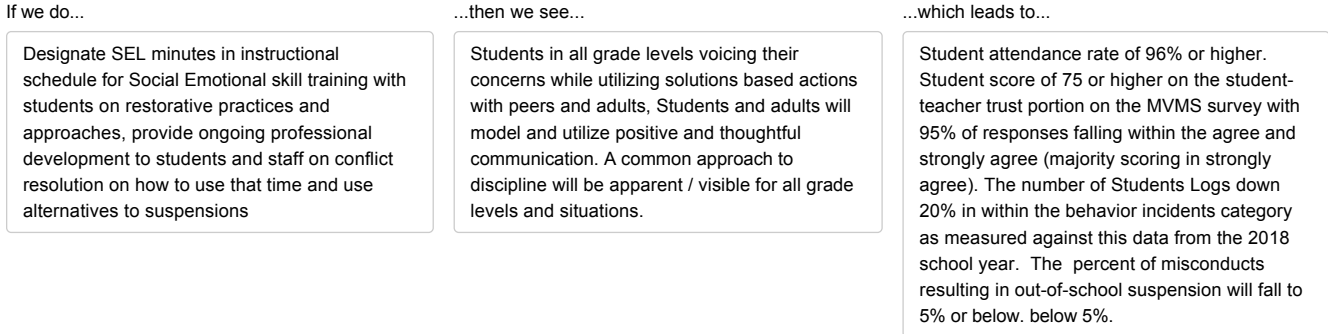
In SY19, the LEAP team will be provided with 1:1 bimonthly coaching by LEAP coaches to assist with Personalized Learning implementation.	LEAP coaches and LEAP cohort team	Aug 27, 2018 to Jun 14, 2019	Not started
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Personalized Learning, Professional development, Coaching support

In SY19 during quarterly staff meetings, the LEAP cohort team will provide PD on personalize learning to teachers of all grade levels and support with Personalized Learning implementation.	Leap cohort team	select	Not started
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Personalized Learning, Professional development, English learner, Teacher leaders, Diverse learner

Strategy 3



Tags:
 Diverse Learners, Professional development, EL learners, Behavior expectations, Behavior mtss, School climate restorative, Behavior incentives, Behavior management, 2nd step vocabulary, Aligned curriculum,

Area(s) of focus:
 2

Pbis program, Student awards, Student committee, Quality of instruction

Action step	Responsible	Timeframe	Status
By November 2nd 2018, a Behavioral Health Team (Care Team) will be created to discuss student behavior in grades PreK-8. Team will consist of counselor, case manager, administration, teachers, and related services providers. Provide care and support to students that need it, which leads to a decrease in repeated referrals.	Administration	Aug 27, 2018 to Nov 2, 2018	Behind
Behavior mtss, Behavior management			
August 2018 to June 2020, students in 6th through 8th grade will be used as student ambassadors to support peers in grades 3rd-8th through Peer Conferencing by coming up with strategies to solve problems that leads to a decrease in number of student logs.	Administration & Case Manager	Aug 27, 2018 to Jun 30, 2020	Behind
School climate restorative, Student committee			
August 2018 to June 2020, utilize PBIS systems for grades PreK-8th (that is clear to all students including students that are EL's and DL's) to create a safe, respectful, and responsible environment that will provide clear expectations and lead to decrease of student referrals.	BHT Team	Aug 26, 2019 to Jun 30, 2020	Behind
EI learners, Behavior expectations, Pbis program, DI learners			
August 2018 to June 2020, use attendance incentives and token economy (Eagle Store) with grades PreK-8th to create a positive focus on positive behavior.	Attendance Clerk	Aug 27, 2018 to Jun 30, 2020	Behind
Behavior incentives, Student awards			
By November 2nd 2018, an operations staff member will be designated to discipline to oversee the mission and vision of student culture for grades PreK-8th that results in decrease of student misconduct and increases student attendance.	Administration	Aug 27, 2018 to Nov 2, 2018	Behind
Behavior mtss, Behavior management			
By June 2019, incorporate Second Step instruction into weekly instructional schedule and develop a scope and sequence for the curriculum for grades PreK to 8th, which includes students that are EL and DL) to decrease the number of student logs.	Teachers	Aug 27, 2018 to Jun 28, 2019	Behind
EI learners, 2nd step vocabulary, Aligned curriculum, DI learners			
By June 2019, monitor Second Step and fidelity of SEL instruction time to create consistency of time spent on SEL for grade PreK to 8th to decrease number of students entered into Logger.	Counselor	Aug 27, 2018 to Jun 28, 2019	Behind
Quality of instruction			
In SY19, conduct 4 hours of Professional Development for SECA's, classroom teachers, and diverse learner teachers on restorative approaches to discipline (peace circles, alternatives to suspension, conflict resolution, etc) to ensure common approaches and strategies that lead to a decrease in student logs that request dean support.	BHT Team	Aug 27, 2018 to Jun 28, 2019	Behind

Professional development, Behavior management, DI learners

In SY19, present 2 hours of Professional Development on alternatives to suspensions for operations team (clerks, administration, tech support, case manager, and case counselor) to ensure common approaches and strategies that lead to a decrease in student logs that request dean support.

Administration

Aug 27, 2018 to Jun 28, 2019

Behind

Professional development

By January 11th 2019, create systems for students in grades 3rd to 8th to utilize restorative approaches to resolve conflicts on their own to decrease student logs.

BHT Team

Aug 27, 2018 to Jan 11, 2019

Behind

Behavior mtss

August 2018 to June 2020, provide 2 hours of Professional Development for parents on restorative approaches and practices with their child to create common language and best practices for the children

BHT Team

Aug 27, 2018 to Jun 30, 2020

Behind

Professional development

By November 2018, develop a Student Advisory Council to identify student leaders and then involve these students troubleshooting and discussing school issues that impact them and their peers to create student voice to determine the needs and support of the students in grades PreK to 8th.

Teacher Leaders

Aug 27, 2018 to Jun 30, 2020

Behind

Student committee

By November of each school year, recruit students in grades 5th through 8th to engage in school leadership opportunities through clubs such as student council, service club, and peer conference to provide connection to Monroe community and to increase attendance.

5th-8th Grade Teachers

Aug 27, 2018 to Jun 30, 2020

Behind

Student committee

Action Plan

Strategy 1

ON-TRACK

Identify and build partnerships with schools and organizations that are succeeding in project-based learning (including but not limited to Network 4 & Schools that Can) and provide opportunities for Monroe teachers to see it in action that reach minimally 20% of staff as informal change champions"

- Principal with 20% of teachers

Status history



ON-TRACK

Aug 02, 2018

Evidence

20% of teachers attending school visits, conferences outside of Monroe and 100% of staff experiencing from report-backs at Monroe PD

NOT STARTED

Establish Monroe Instructional Shout-out for rigorous practices in-line with staff pd starting with 70%-90% of teachers recognized over the course of SY19 on a weekly basis"

Sep 01, 2018 to Jul 30, 2019 - ILT

Status history

Aug 2

NOT STARTED

Aug 02, 2018

Evidence

Weekly Staff Bulletins, Admin Meeting Agendas

BEHIND

4 teachers to lead at least 3 hours of PD's for 100% of teacher force on SY19 semester One PL essential question- "what is student ownership"

Aug 26, 2018 to Dec 01, 2018 - Teacher Team

Status history

Aug 2

BEHIND

Aug 02, 2018

Problem

PD Agendas

Root Cause

Next steps

BEHIND

4hours of partner-pd on DoK experienced by 100% of teacher force by end of Q1 pd day"

Nov 01, 2018 to Aug 01, 2019 - ILT

Status history

Aug 2

BEHIND

Aug 02, 2018

Problem

PD Agendas

Root Cause

Next steps

BEHIND

4 teachers to lead one hour of PD on UbD practices of past by MOY SY19, experiences by 100% of teacher force"

- Teacher Team

Status history

Aug 2

BEHIND

Aug 02, 2018

Problem

PD Agendas

Root Cause

Next steps

BEHIND

4 hours of planning time to establish Stage One and Stage Two of Culminating PBL Unit completed by 100% of teaching force by Q3 PD day SY19"

Jan 01, 2019 to Feb 01, 2019 - ILT for PK-8 Teachers

Status history

Aug 2

BEHIND

Aug 02, 2018

Problem

PD Agendas

Root Cause

Next steps

BEHIND

3 instructional rounds per year on that year's PL essential question experienced by 100% of teachers as both observed and observee, BOY, MOY and EOY cycle per school year"

Aug 01, 2018 to Jun 30, 2020 - pk-8 teachers

Status history



BEHIND

Aug 02, 2018

Problem

Instructional Rounds Schedules and data

Root Cause

Next steps

BEHIND

By EOY SY19 complete one school-wide map of one project-based learning unit per every teacher (including DL and EL) expanded from a current common assessment submitted in EOY18"

Jan 01, 2019 to Jun 30, 2019 - pk-8 teachers

Status history



BEHIND

Aug 02, 2018

Problem

Schoolwide Map posted online

Root Cause

Next steps

BEHIND

100% of ILT revise the Common Assessment rubric to include a more rigorous, project-based approach by MOY SY19"

Sep 01, 2018 to Dec 31, 2018 - ILT

Status history



BEHIND

Aug 02, 2018

Problem

Common Assessment Rubric, ILT Agendas

Root Cause

Next steps

BEHIND

Field Trip Policy Team of 3 teachers create one schoolwide map of field trips per grade level by EOY 19 after minimum of 3 meetings that year"

May 31, 2018 to Jun 30, 2019 - Field Trip Policy Team

Status history



BEHIND

Aug 02, 2018

Problem

Schoolwide Map posted online

Root Cause

Next steps

BEHIND

3 hours or partner PD experienced by 100% of teacher force on how to leverage field trips in project-based approach MOY SY20"

Jan 01, 2019 to Jun 30, 2020 - ILT identified partner

Status history



Aug 2

BEHIND

Aug 02, 2018

Problem

PD Agendas

Root Cause

Next steps

BEHIND

Field Trip Policy Team of 3 teachers having a minimum of 3 meetings semester one of SY19 Establish and publish one field trip policy for school"

Dec 31, 2018 to Dec 31, 2019 - Teacher Policy Team: Field Trip

Status history

Aug 2

BEHIND

Aug 02, 2018

Problem

Policy posted online and in handbook

Root Cause

Next steps

BEHIND

By MOY SY20, every teacher including DL and EL plan and publish a second unit per teacher using the project-based learning rubric created by ILT implemented by EOY SY20"

Aug 01, 2019 to Jan 01, 2020 - pk-8 teachers

Status history

Aug 2

BEHIND

Aug 02, 2018

Problem

Shared Drive

Root Cause

Next steps

BEHIND

100% of teachers peer review one another's project-based units using the ILT created rubric minimally 2 times annually via defined protocol written by ILT"

Feb 01, 2019 to Jan 01, 2020 - All teachers

Status history

Aug 2

BEHIND

Aug 02, 2018

Problem

GLT Agendas, Rubrics, and Written Feedback

Root Cause

Next steps

BEHIND

ILT and admin provide written feedback to 100% of teachers on their PBL units during the writing process of SY20"

Feb 01, 2020 to Aug 01, 2020 - ILT, Admin

Status history

Aug 2

BEHIND

Aug 02, 2018

Problem

GLT Agendas, Rubrics, and Written Feedback

Root Cause

Next steps

BEHIND

Continue and leverage rockstar nominations, casual observations, and social media to publicly celebrate teachers' project-based learning approaches with weekly implementation of each recognizing 100% of teachers in at least one of the items monitored on our already established Teacher Tracker"

Sep 01, 2018 to Jul 04, 2020 - Staff

Status history



BEHIND

Aug 02, 2018

Problem

Rockstar forms, casual observation notes, social media accounts

Root Cause

Next steps

NOT STARTED

ILT members in summer SY19 define the SY18 Essential Question regarding Cognitive Demand"

Jun 01, 2018 to Aug 26, 2018 - ILT

Status history



NOT STARTED

Aug 02, 2018

Evidence

Meeting Agendas, PD materials, school publications

NOT STARTED

Admin team with consultation to the ILT define and implement reformed strategy for teacher to teacher instructional shout outs regarding project-based learning and cognitive demand"

Jan 01, 2019 to May 01, 2019 - ILT

Status history



NOT STARTED

Aug 02, 2018

Evidence

weekly updates

NOT STARTED

100% teachers will experience 2 hours of implementation stage PD on DoK with partner provider by MOY SY19 with Assistant Principal as project lead"

Jan 01, 2019 to Apr 02, 2019 - Assistant Principal

Status history



NOT STARTED

Aug 02, 2018

Evidence

PD agendas

NOT STARTED

4 teachers to lead 2 hours on PD of UbD practices from SY15 CIWP to 100% of teacher force MOY SY19"

Jan 01, 2019 to Feb 01, 2019 - ILT

Status history



NOT STARTED

Aug 02, 2018
Evidence
pd agendas

Strategy 2

ON-TRACK

Dec 2017-May 2018, a Leap team of 5 teachers (3rd grade bilingual and monolingual teachers, 4th grade math teacher, 5th grade Bilingual Math teacher, and 1 diverse learner teacher) will receive 6-month upfront professional development to learn about and create personalized learning classrooms."

- Principal with Leap cohort team

Status history



Aug 2

ON-TRACK

Aug 02, 2018

Evidence

PD attendance and classroom safe practice. School visits tracker. Casual observations

ON-TRACK

Sept-June 2019, the LEAP team (3rd grade bilingual and monolingual teachers, 4th grade math teacher, 5th grade Bilingual Math teacher, and 1 diverse learner teacher) will implement a full year of piloting personalized learning strategies and edtech tools curated by experts and selected by cohort team."

May 28, 2018 to Jun 14, 2019 - Leap cohort team of teachers

Status history



Aug 2

ON-TRACK

Aug 02, 2018

Evidence

Data usage on edtech tools. PD attendance, peer observations, casual observations

COMPLETED

In April 2018, Monroe LEAP team will visit Personalized Learning model schools to see PL in action and implement the observed PL strategies in the classroom."

Apr 02, 2018 to Apr 20, 2018 - Leap cohort team

Status history



Aug 2

COMPLETED

Aug 02, 2018

Evidence

School visit sign-up, Share out of PL strategies evident at model schools.

COMPLETED

In February-March 2018, each LEAP team member will shadow a student for empathy project. Students will be selected from different subgroups. The empathy project will provide understanding of our students' environment as well as their role in it to help in designing a Personalized Learning classroom."

Feb 05, 2018 to Mar 02, 2018 - Principal and Leap cohort team

Status history



Aug 2

COMPLETED

Aug 02, 2018

Evidence

Shadow Day journal. Schedule for shadowing student

ON-TRACK

April-May 2018, the LEAP team researches edtech tools and on Match day cohort team interviews edtech companies to select edtech tools that best fits student and school needs. Edtech tools selected and piloted in SY18-SY19."

Mar 19, 2018 to Apr 07, 2018 - Principal and Leap cohort team

Status history



ON-TRACK

Aug 02, 2018

Evidence

Edtech tools google doc and Match Day attendance, peer observations, casual observations

NOT STARTED

In SY19, the LEAP team will be provided with 1:1 bimonthly coaching by LEAP coaches to assist with Personalized Learning implementation."

Aug 27, 2018 to Jun 14, 2019 - LEAP coaches and LEAP cohort team

Status history



NOT STARTED

Aug 02, 2018

Evidence

Meeting dates and agendas

NOT STARTED

In SY19 during quarterly staff meetings, the LEAP cohort team will provide PD on personalize learning to teachers of all grade levels and support with Personalized Learning implementation."

- Leap cohort team

Status history



NOT STARTED

Aug 02, 2018

Evidence

PD calendar, sign-in sheets, peer observations, casual observations

Strategy 3

BEHIND

By November 2nd 2018, a Behavioral Health Team (Care Team) will be created to discuss student behavior in grades PreK-8. Team will counselor, case manager, administration, teachers, and related services providers. Provide care and support to students that need it, which leads to a decrease in repeated referrals."

Aug 27, 2018 to Nov 02, 2018 - Administration

Status history



BEHIND

Aug 02, 2018

Problem

Regular meetings with agendas.

Root Cause

Next steps

BEHIND

August 2018 to June 2020, students in 6th through 8th grade will be used as student ambassadors to support peers in grades 3rd-8th through Peer Conferencing by coming up with strategies to solve problems that leads to a decrease in number of student logs."

Status history

Aug 2

BEHIND

Aug 02, 2018

Problem

Over 6 students trained in Peer Conferencing. Regular meetings for students to provide Peer Conferencing Training and practice conflict resolution skills.

Root Cause

Next steps

BEHIND

August 2018 to June 2020, utilize PBIS systems for grades PreK-8th (that is clear to all students including students that are EL's and DL's) to create a safe, respectful, and responsible environment that will provide clear expectations and lead to decrease of student referrals."

Aug 26, 2019 to Jun 30, 2020 - BHT Team

Status history

Aug 2

BEHIND

Aug 02, 2018

Problem

Common systems and procedures through the student's day.

Root Cause

Next steps

BEHIND

August 2018 to June 2020, use attendance incentives and token economy (Eagle Store) with grades PreK-8th to create a positive focus on positive behavior."

Aug 27, 2018 to Jun 30, 2020 - Attendance Clerk

Status history

Aug 2

BEHIND

Aug 02, 2018

Problem

Rewards stocked in Eagle Store, quarterly attendance incentives

Root Cause

Next steps

BEHIND

By November 2nd 2018, an operations staff member will be designated to discipline to oversee the mission and vision of student culture for grades PreK-8th that results in decrease of student misconduct and increases student attendance."

Aug 27, 2018 to Nov 02, 2018 - Administration

Status history

Aug 2

BEHIND

Aug 02, 2018

Problem

Use of Dashboard, Student Logger, and other data points to monitor progress.

Root Cause

Next steps

BEHIND

By June 2019, incorporate Second Step instruction into weekly instructional schedule and develop a scope and sequence for the curriculum for grades PreK to 8th, which includes students that are EL and DL) to decrease the number of student logs."

Aug 27, 2018 to Jun 28, 2019 - Teachers

Status history

Aug 2

BEHIND

Aug 02, 2018

Problem

Student schedules with Second Step and SEL time incorporate. Add SEL standards to Vertical Ladder

Root Cause

Next steps

BEHIND

By June 2019, monitor Second Step and fidelity of SEL instruction time to create consistency of time spent on SEL for grade PreK to 8th to decrease number of students entered into Logger."

Aug 27, 2018 to Jun 28, 2019 - Counselor

Status history

Aug 2

BEHIND

Aug 02, 2018

Problem

Rubric and system for monitoring SEL instruction

Root Cause

Next steps

BEHIND

In SY19, conduct 4 hours of Professional Development for SECA's, classroom teachers, and diverse learner teachers on restorative approaches to discipline (peace circles, alternatives to suspension, conflict resolution, etc) to ensure common approaches and strategies that lead to a decrease in student logs that request dean support."

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

Status history

Aug 2

BEHIND

Aug 02, 2018

Problem

Agendas of professional development. Resources of strategies.

Root Cause

Next steps

BEHIND

In SY19, present 2 hours of Professional Development on alternatives to suspensions for operations team (clerks, administration, tech support, case manager, and case counselor) to ensure common approaches and strategies that lead to a decrease in student logs that request dean support."

Aug 27, 2018 to Jun 28, 2019 - Administration

Status history

Aug 2

BEHIND

Aug 02, 2018

Problem

Agendas of professional development. Resources of strategies. Attending district-wide PD.

Root Cause

Next steps

BEHIND

By January 11th 2019, create systems for students in grades 3rd to 8th to utilize restorative approaches to resolve conflicts on their own to decrease student logs."

Aug 27, 2018 to Jan 11, 2019 - BHT Team

Status history

Aug 2

BEHIND

Aug 02, 2018

Problem

Physically space for students

Root Cause

Next steps

BEHIND

August 2018 to June 2020, provide 2 hours of Professional Development for parents on restorative approaches and practices with their child to create common language and best practices for the children"

Aug 27, 2018 to Jun 30, 2020 - BHT Team

Status history

Aug 2

BEHIND

Aug 02, 2018

Problem

Agenda for Café y Conversación . Shared resources.

Root Cause

Next steps

BEHIND

By November 2018, develop a Student Advisory Council to identify student leaders and then involve these students troubleshooting and discussing school issues that impact them and their peers to create student voice to determine the needs and support of the students in grades PreK to 8th."

Aug 27, 2018 to Jun 30, 2020 - Teacher Leaders

Status history

Aug 2

BEHIND

Aug 02, 2018

Problem

Apply for School Improvement Grant through the Student Voice Council

Root Cause

Next steps

BEHIND

By November of each school year, recruit students in grades 5th through 8th to engage in school leadership opportunities through clubs such as student council, service club, and peer conference to provide connection to Monroe community and to increase attendance."

Aug 27, 2018 to Jun 30, 2020 - 5th-8th Grade Teachers

Status history

Aug 2

BEHIND

Aug 02, 2018

Problem

30% of students in grades 5th-8th in a leadership committee.

Root Cause

Next steps

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

ESSA Program

ESSA Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy

Complete

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

Monroe has several outreach efforts in place to involve parents in the joint development and periodic review and revision of the ESSA, Title I school parental involvement plan and policy, and in the process of school review and improvement. The outreach efforts include monthly BAC and PAC meetings (Cafe y Conversacion), Kiss and Go Parent Drop-Off, and LSC meetings.

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

The Principal's Annual Title I meeting will be held in the beginning of SY18-19. PAC and additional parent involvement meetings will take place every month during our Cafe y Conversacion. Meeting dates and agendas will be posted on entrance doors, on our website, and invitations will be sent home 48 hours in advance of meetings. State of the school will be addressed at all parent group meetings.

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

The LSC, BAC and PAC are all well represented and have a voice in the decision-making process for the school. The school holds several monthly meetings to obtain feedback and recommendations. Written and oral responses will be provided when suggestions are offered.

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.

Student progress in state assessments will be provided as available to parents via NWEA student reports (2-8), Amplify student reports (K-2), Bag reports, and student goal-setting protocols during parent-teacher conferences and monthly family nights when appropriate.

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.

Parents will be notified in writing, when a 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 weeks.

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.

Principal or designee will host parent workshops throughout the year to assist parents' understanding of 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. School regularly trains parents in the use of Parent Portal.

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.

To assist parents in working with their children to improve their academic achievement, and to encourage increased parental involvement, the school will provide parents ESL, technology, GED classes as well as workshops offered by community partnerships. The school currently has a Parent Library with free resources readily available to parents and their children.

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.

School currently has a parent mentoring program in place that provides a vehicle for parents to serve directly in school. Parents are recruited and serve on our Kiss and Go program to help with drop-off. BAC, PAC and LSC have active participants in school decision-making. Additionally, the school employs several opportunities for parents to actively engage in school.

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 School sponsors HEAD START with several enrichment opportunities offered to parents each month.

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.

Information related to the school and parent programs, meetings, and other activities will be sent to parents via the school webpage, paper copies sent home, posted on entrances, marquee, robocalls, and shared during parent meetings.

Policy Implementation Activities

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

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

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

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

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

n/a

School-Parent Compact

Complete

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

At Monroe, we strive to teach values within our school community, parent, students, and teachers & staff that promote respect, responsibility, and safety as we stand proudly on the 5 Pillars of Chicago Public Schools. We create a place where we Go Bigger, Go Further Together with Big ideas in project-based learning, Creating global citizens, Working together

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 hold parent-teacher conferences as scheduled by the district. Parent-Teachers conferences will be scheduled for quarters 1 and 3. Teachers and parents may request a conference as needed and arranged usually before or after school. The principal or designee may hold additional conferences with parents to discuss attendance, promotion criteria, PLPs.

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

The school will provide parents with regular BAG reports, district scheduled progress reports, and student progress data will be made available to parents in real time on parent portal.

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

Staff is available as requested before and after school and by appointment during teacher preparation times. Parents also have access to staff through email, school website, voicemail, note on agenda, or message left in the main office.

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.

Monroe parent volunteers follow the CPS volunteer policy. In addition, parents are encouraged to participate in kiss and go, parent mentor program, cafe y conversacion, monthly family nights, assemblies, and classroom specific celebrations.

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

Monroe's grading policy outlines parent involvement opportunities and provide parent-friendly tasks. Parents also assist learning by accessing Parent Portal and attending monthly family nights, IEP meetings, parent-teacher conferences, and Title 1 parent workshops.

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

LSC, BAC and PAC are all active decision-makers in the school. Meetings are scheduled and parents are notified through monthly calendar, flyers, and frequent robocalls.

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

Students will share the responsibility for improved student academic achievement by meeting on-track requirements, monitoring their interim assessment goals and BAG reports, following PBIS school-wide and classroom behavior expectations.

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.

To increase student academic achievement through parental involvement, the following monthly opportunities will be offered: Parent workshops, Family Nights, and Cafe Y Conversacion with Principal. Parent workshops include but are not limited to: Parent Portal, Reading Assessment Reports, How to improve communication with teachers, How to help your child at home, How to advocate for your child.

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

Account(s) Description

Allocation

51130, **Teacher Presenter/ESP Extended Day**
 52130 For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.

\$	Amount	.00
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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.

\$	3139	.00
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53205 **Refreshments**
Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.

\$	1500	.00
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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)

\$	1000	.00
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54505 **Admission and Registration Fees, Subscriptions and memberships**
For Parents use only.

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

\$	Amount	.00
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<p>54565</p>**Reimbursements**
Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.

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

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

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

\$	Amount	.00
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