



Frank W Reilly Elementary School / Plan summary

## 2018-2020 plan summary

### Team

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Team meetings

Date	Participants	Topic
04/16/2018	ILT Team, Network 4-Jonathan Ben-Isvy, Principal and AP	SEF Framework
04/04/2018	Teachers, Principal and AP	SEF Framework Collecting Evidence & Ranking Part 2
03/07/2018	Teachers, Principal and AP	SEF Framework Collecting Evidence & Ranking Part 1
03/05/2018	ILT Team, Network 4-Griselda Flores & Anna Vilchez, Principal and AP	SEF Framework
04/23/2018	ILT	SEF Scoring & Priorities
04/30/2018	ILT	CIWP Strategies-Theory of Action

**Leadership & Collective Responsibility:**

Score

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

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**SHARED VISION:** Although there is a set vision at Reilly, it can further be understood, developed, and implemented if it is purposefully shared with all school and community stakeholders. A clear link to our school's vision and core values would further promote collective support for school priorities and initiatives.

**COLLECTIVE RESPONSIBILITY:** Through inclusion, shared intervention, departmentalizing, BHT, CHAMPS, and PBIS, there is a culture of collective responsibility for the success of all students in the school. However an increase in incorporating the enrichment team, opportunities for teacher collaboration, and purposeful and intentional vertical alignment and planning would foster an increase in a culture of collective responsibility for the success of ALL students.

**SHARED LEADERSHIP:** The administration recognizes and strives to capitalize on the strengths and talents of the Reilly community. Various leadership team members, ILT members, Summit teams, and classroom teachers are empowered to lead professional development, GLAD meetings, FLEX day committees, etc. Teachers would feel a greater sense of ownership and collective responsibility with an increase in input regarding the implementation of instructional practices, scheduling, and new curriculum.

**MANAGING CHANGE; FOCUS AND PRIORITIES:** Instructional improvement is ongoing at Reilly, though the management of large changes could be more effectively planned and implemented. Though Reilly teachers are committed to developing their practice, certain changes do not seem to be strategically coordinated or consistently implemented, and lack structured time to reflect on effectiveness. Throughout the school year, expectations have been placed on a variety of instructional frameworks and programs (Balanced Literacy, Benchmark curriculum, Interventions and Progress Monitoring, Inclusion Practices, Bilingual Supports, DOK and Levels of Questioning, Summit Information, Middle School Literacy, GoMath and Effective Math Practices, REACH observations, etc.) A general feeling exists among teachers that, although all fundamental to success, a continuous shifting of priorities exists. A focus only on CIWP selected goals is recommended, as added foci throughout the year creates distractions and disorganization.

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

### Instructional Leadership Team:

Score

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

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WORK OF ILT (ONGOING INQUIRY, IMPROVING TEACHING AND LEARNING): The Instructional Leadership Team, although a stand-alone team, is woven into the fabric of all leadership teams at Reilly including the School Leadership Team, FLEX Day Committees (Literacy, Math, Climate), DL Team, Instructional Learning Round Teams, etc. The committee work builds the leadership capacity of the teachers on the ILT, as these teachers provide a large percentage of schoolwide professional development. An application process to develop the ILT aids in the contribution of high-impact, high-quality members spanning across grade levels and content areas. The ILT is adept at using data gathered from instructional rounds, teacher feedback, and anecdotal data. There needs to be a commitment to focus on looking at student achievement data to identify and problem solve within our school. Our ILT will be further strengthened by a common understanding of the team's purpose, use of protocols and evidence, and equitable voice amongst members.

SCHEDULE AND STRUCTURE: Meetings are scheduled ahead of time, although the unpredictability of a school year forces changes. Agendas are not consistently available, but despite this there is consistency to the work. Information is shared through GLAD meetings, FLEX meetings, and school improvement days, but more concrete meeting notes shared with the staff would be helpful.

### Guide for Instructional Leadership Team

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

### Evidence, Measures, and Standards

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

**Professional Learning:**

Score

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

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**IMPLEMENTATION:** Professional Learning to achieve school-wide improvement is ongoing and occurs regularly (Weekly GLAD meetings; Monthly FLEX committee meetings, Erikson coaching, Benchmark trainings; Quarterly CPS Summits, School Improvement Days; Program trainings as needed.) Professional Learning centers around enhancing pedagogical skills and meeting the needs of our students. Reilly teachers feel encouraged to attend and participate in professional development, however staff would like a greater opportunity to contribute to PL planning by providing feedback on current learning opportunities as well as input on future professional development topics.

Teachers feel that professional development can be overwhelming because of so many resources to fully understand and implement (ie. Khan Academy, Go Math, MAP Skills, ST Math, IXL). They feel that there is a need for more differentiated and relevant professional development for individual teacher needs and areas of growth. Teachers would also like structured vertical time to discuss instructional alignment and implementation. Professional learning ought to be more inclusive of enrichment teachers, who rarely receive time for collaborative planning opportunities with teachers.

**COLLABORATION:** In addition to formal and informal grade level collaboration, Reilly teachers are offered the opportunity to partake in teacher-to-teacher observations across grade levels. Teachers have reported these observations as constructive and enlightening.

**SAFE PRACTICES:** Teachers have a split view on "safe practice" with regards to professional learning. "In-house" coaching and professional support from the Bilingual Coordinator and MTSS Coordinator were cited as examples of "safe practice." Teachers appreciate non-evaluative partners in learning that can provide coaching and mentoring. Although many attendees of the network summit felt energized to return to class and try out new strategies such as QFT without being evaluated, primary teachers were concerned that formal REACH observations began too soon after new primary curriculum was introduced (amidst confusion between Erikson and Benchmark schedules for Balanced Literacy) and had insufficient time to grapple with implementation issues.

**MONITORING:** Teachers do not see evidence of frequent, non-REACH observations on the part of the administration in order to provide coaching and actionable feedback to teachers with regards to implementation and improvement of new knowledge.

**NEW TEACHERS:** New teachers feel welcomed and invited to Reilly but could benefit from an identified mentor.

**Guide for Professional Learning**

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

- work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
  - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
  - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
  - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

## Evidence, Measures, and Standards

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

### Aligned Resources:

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

### Score

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**BUDGET and PURCHASING, and RESOURCE ALLOCATION:** The Reilly budget is aligned to CIWP priorities and the mission of the school (research-based EL/MTSS programs and materials, after school programs, Erikson, PBIS, etc.), though communication to the staff regarding strategic programming could be improved. Funds/budgets for academic and enrichment programs and resources (library, physical education, math, literacy, etc.) are not predetermined or shared with educational personnel. Reilly's Business Manager ensures streamlined purchase procedures. Several teachers have written and received grants for areas of need within their classroom.

**HIRING:** Reilly has a collaborative hiring procedure, excellent related service provider utilization, and strategic assigning of certified teachers to content areas and grade levels to create a balanced team with a variety of strengths. Reilly seeks to attract and retain talented, high-quality, positive staff members that will strengthen our school community.

**OUTREACH:** Reilly makes many outreach efforts to engage community members as partners and resources (World Vision, 21st Century, Stem Scouts, Advocate Children's Hospital/Ronald McDonald House, Mosaic Therapy, Lakeshore Hospital, Lydia Home, ALDI, DePaul University, University of Notre Dame, Northeastern, Erikson Institute, The Sinfonietta, Latinas in Accion, Healthy Cooking for Parents, Parent Zumba classes, etc.) though an increase in sharing partnerships and events with the staff would help celebrate the successes of such outreach efforts.

## Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
  - Use CPS Instructional Time Guidelines to maximize instructional time.
  - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
  - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
  - Leverage strategic source vendors to maximize dollars.
  - Seek and obtain grants to support articulated needs.
  - Use grant funds strategically to support areas of highest need.
  - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
  - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
  - Use an interview process including a protocol for questioning and select highly qualified candidates.

- Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
- Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
  - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
  - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
  - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
  - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
  - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
  - Monitor the impact of partner organizations' activity.

## Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

### Curriculum:

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

Score

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UNITS OF INSTRUCTION: Reilly students have access to a standards-based rigorous curriculum. This is our second year using the vertically-aligned GoMath curriculum (correlated to CCSS) from K-8th. Science is vertically aligned as well with the use of FOSS Kits from K-5 and SEPUP from 6th-8th (aligned to NGSS). Math and science curricula incorporate "big ideas" and essential questions that support student understanding and mastery. Despite the availability of robust curriculum programs in math and science, opportunities exist to deliver and implement instruction in ways that increase student interest, engagement, and ownership and truly make standards "come alive for students."

A Balanced Literacy model is used in grades K-3. This is our first year using Benchmark's Advance/Adelante K-2 curriculum program to support the components of Balanced Literacy, such as read aloud, shared readings, guided reading, and word work. Primary students are exposed to texts of varying complexity (above, at, and below grade level). There is a lack of curriculum alignment from 3rd-8th grade in language arts and social studies. Teachers collaborate to create standards-based, culturally relevant units and lessons, and use discretion in text choice and learning activities. Curriculum maps and unit plans exist sporadically and are not vertically aligned.

LANGUAGE GOALS: In all areas, teachers distinguish between content and language objectives and post both for students to understand. Ongoing professional development on using MPI's (model performance indicators) and differentiation based on English Language Proficiency Level for identified English Learners is needed.

INCLUSIVE PRACTICES: Opportunities for engaging all learners in content areas are present from Kdg-8th grade through inclusive practices, co-teaching, modified lessons of shared lesson plans by Learning Specialists, Orton Gillingham (multi-sensory approach), etc. Results from a district walkthrough focusing on Diverse Learners indicate that the consistency and implementation of inclusive practices at Reilly can be improved. Reilly continues to refine content and language proficiency for our wide range of English Language Learners. (See Domain 3: Instruction)

SOCIAL EMOTIONAL AND AUTHENTIC APPLICATIONS OF LEARNING: Reilly teachers integrate social emotional learning with academic instruction (See Domain 3: MTSS) and strive for a strong culture of restorative practices (see Domain 4: Restorative Practices). Reilly also seeks to emphasize the connection its curriculum has with the real world, students' own communities and culture, and authentic applications of learning. Programs such as Student Voice Committee (SVC) and Marketing Club allow interested students opportunities for community involvement.

## Guide for Curriculum

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

## Evidence, Measures, and Standards



EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Curriculum maps, vertical/horizontal</li> <li>✓ Sequencing and pacing guides</li> <li>✓ Thematic units which cover multiple disciplines</li> <li>✓ Comprehensive unit plans including assessments</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SGRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
MTSS Framework	<a href="#">Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">3a. Communicating with Students</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">1a. Demonstrating knowledge of content and pedagogy</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> </ul>

**NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING**

- ✓ 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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**INSTRUCTIONAL TOOLS AND EQUITABLE ACCESS:** Overall, teachers and students have access to a variety of high quality, standards-aligned instructional materials and resources. Teachers utilize core curriculum materials (Benchmark/Adelante, Storytown/Villacuentas, GoMath, Foss Kits, SEPUP) and enhance their curriculum with supplemental materials when appropriate. Reilly has acquired a substantial library of leveled texts in both English and Spanish, although more Spanish language books are requested in the upper grades. Shared resources include leveled book collections from Fountas & Pinnell (LLI Kits), Okapi, and Scholastic. Instructional materials are currently split between 2 buildings, which can present a challenge. Classroom libraries exist in primary and upper grades, but many collections lack high-interest, high-quality material at a variety of levels and linguistic diversity. The majority of our DL teachers are trained in Orton Gillingham, and use this tactile instructional program in their classrooms. Students of all ages make use of math manipulatives and hands-on science experiments, although teachers request more contemporary and advanced materials to support them with modern day STEAM learning opportunities.

**TECHNOLOGY:** The use of technology is evident throughout the school, as both an instructional tool and student resource. Admin communication through Google Classroom provides for an equitably available and accessible way to disseminate schoolwide information and share curricular materials. Smartboards exist in the majority of classrooms allowing students to interact with content, although the ways in which teachers implement smart board technology ranges from class to class. Many Reilly students (particularly in grades 5-8) have access to desktop computers, laptops, chromebooks, and/or iPads. Consequently, they can interact on Google Classroom, complete assignments digitally, learn coding skills, access learning programs (ie. Think Central, Go Math Personal Trainer, Khan Academy, IXL, Map Skills, ST Math, RAZ Kids, NEWSLA, Imagine Learning, and Edmentum), take brain breaks with GoNoodle, demonstrate understanding with Quizezz, explore current event topics with CNN10 or NewsELA, watch Second Step videos for social emotional learning, etc. Teachers rely on both free and subscription-based programs.

Access to individual devices varies across grade levels, with some classes (ie. 4th grade) having insufficient functional devices to support their curriculum. Connectivity issues can sometimes impede technology-based learning.

**Guide for Instructional Materials**

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

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
  - Are selected and adapted based on learning objectives and learner needs.
  - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
  - Student outcomes and developmental appropriateness determine when and who will use the materials.
  - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
  - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
  - Materials are in English and native language for English learners.
  - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**

- Students interact with instructional materials to engage all modalities in the learning process.
- Technology is integral to students learning experiences.
- Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
  - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
  - The teacher models effective use of various materials.
  - Students understand that materials are a means to acquire language, knowledge, and competencies.
  - Technology enhances students' higher order, creative thinking and problem solving.
  - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
  - Students make choices about instructional materials as part of learning.
  - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
  - Consumables are often non-print supplies that promote active, hands-on learning.

## Evidence, Measures, and Standards

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

### Rigorous Student Tasks:

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

Score

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**EXPECTATIONS FOR LEARNING:** Reilly school believes that all students can learn. Students begin each day with the Reilly pledge, a daily reminder of the importance of hard work, a positive attitude, and regular attendance. Reilly teachers at all levels encourage a growth mindset, and work with students to construct TRC and NWEA goals.

**COGNITIVELY CHALLENGING TASKS:** Reilly had selected Rigorous Tasks as a 2016-2018 CIWP priority/goal. Walkthrough evidence between those dates suggests that consistent cognitively challenging work and instruction is still developing. The majority of tasks observed lacked differentiation among individual students and did not provide evidence of student reasoning.

**LITERACY:** Reilly has implemented a Balanced Literacy model in its primary grades. This shift in literacy instruction has been supported through a Reilly-Erikson partnership, introduction to the balanced literacy-aligned Benchmark Reading Program, as well as supports received from the MTSS Coordinator and Bilingual Coordinator. Teachers are expected to progress monitor their students regularly and plan for strategic student growth, with students receiving intervention or enrichment based on their goals and instructional needs. Academic language is rooted in texts. Complexity of texts and tasks, and multi-disciplinary reading and writing varies based on availability of materials and teacher competency.

**MATH:** Mathematics tasks assigned to students seek to reflect key shifts in Focus, Coherence, and Rigor. Teachers attending STEM Summits (CPS initiative) provide staff with professional development around Focus. The Go-Math Curriculum also provides Focus for Kdg-8th grade students through its scope and sequence. Students in the intermediate and upper grades work on individual goals (either remediation, reinforcement, or enrichment) via Khan Academy while also working on their grade level progression of units. There is room for growth with regards to the Coherence in math practices. With many students in the upper grades still needing to improve their operational fluency, a non-negotiable skills acquisition requirement per grade level deserves consideration. Self-contained vs. departmentalized math instruction affects coherence throughout the grades. With regards to rigor, although teachers have received professional development regarding DOK, and although curricular resources are available, vertical alignment of rigorous mathematical tasks is unclear. A consistent structure and routine that showcases strategic thinking is not yet evident across grade levels.

**AUTHENTIC WORK:**

Reilly students are provided with opportunities to create authentic work for real audiences (assembly performances, music performances, robo calls, walkathon, 8th grade fundraisers, SVC, marketing club, peer council), though many of these opportunities take place outside of the classroom and may not be standards-aligned or involve high cognitive demand.

There is still room for improving teacher to teacher collaboration and admin guidance/follow-through surrounding rigorous tasks, DOK levels, and student work that showcases the qualities of strategic thinking.

## Guide for Rigorous Student Tasks

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

## Evidence, Measures, and Standards

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

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

Score

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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)

Reilly has a number of structures and processes in place to ensure successful transitions. Examples include High School Fair, Open House, A Back to School Celebration, and ELPT monitoring of English Learners who have exited the bilingual program. Unfortunately, no established transition structures are in place for students moving to and from the Branch (pre-k to K, 4th to 5th) nor between other grade- to grade transitions, nor reintegration for students returning from out of country stays. Reilly does recommend summer learning experiences for a select number of students (21st Century) as well as EL students meeting specific ENGLISH Proficiency Criteria, though additional summer learning experiences to minimize learning loss and support key transition periods are not available. With regards to College & Career Access & Persistence and Awareness, Reilly students are encouraged to wear College t-shirts on select Fridays, are able to select their own electives (7th and 8th grade only), participate in STEM scouts, and select students are active members of the marketing Club. There is a need to expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting. Perhaps a future “Career Day” could be a starting point to provide students opportunities to identify career interests and discover personal talents and skills. With regards to COLLEGE & Career Readiness, 25% of Reilly 8th graders qualify for and are enrolled in the Algebra Class. \*th grade students are also aware of their GPS’s as they are taught how important their grades are for their continued success. Other grades provide students with NWEA goal-setting worksheets so that students are can monitor their personal success, persist, engage, and increase their work habits to meet their goals. Students at Reilly also have access to check-in/out procedures around personal goals, peer counseling, and talking circles. These opportunities assist students to work with others around personal behaviors and self-regulation as well as college & career readiness goals. Reilly provides direct assistance and support to all 8th grade students and their families through every stage of the HS selection, application, and entry process. The Counselor is available and regularly meets with families in need of assistance. There is support from Learning Specialist, Ms. Torres to assist diverse learners in select the best-fit HS to meet their needs. 7th grade students participate in shadow days to visit prospective High Schools and former Reilly students are invited back to Reilly to visit with and converse with 8th grade students about their high school experiences. 8th grade students are aware of all necessary admittance criteria and receive support in accessing and navigating the Go CPS website where they are able to compare schools based on proximity, academic program, and extracurricular activities.

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

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

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

## Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

### Instruction:

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

Score

1 2 3 4

**RANGE OF PEDAGOGICAL APPROACHES:** Most teachers at Reilly use a variety of instructional strategies to support students in meeting standards. We are cognizant of our students' multiple modalities of learning and plan instruction that incorporates visual, auditory, and kinesthetic approaches to learning (multimedia and technology, smart board activities, videos, manipulatives and tactile resources, movement, games, etc.) Our teachers would benefit from further peer observation and sharing of such approaches with colleagues so that all teachers can enhance their repertoire of effective strategies within their classrooms.

**COMMUNICATION, QUESTIONING, and DISCUSSION:** Instructional learning rounds and GLAD meetings have focused on questioning and discussion techniques and the use of academic language in the classroom. Given our high population of ELs, teachers have relied on language objectives based on WIDA standards/ACCESS levels, cognates, sentences frames, etc. to enhance our students' language development. Teachers have been working on increasing Depth of Knowledge (DOK) regarding student understanding and discourse. Middle school teachers conducted a book study on *Making Thinking Visible: Promoting Student Engagement* and have incorporated research-based strategies to promote metacognition and develop their claims and reasoning. Teachers use strategies such as QAR, QFT, Think/Pair/Share, See/Think/Wonder, Math Talks, Three Acts/Three Reads, Tableau, IGN, Gallery Walks, Which One Doesn't Belong, etc. Findings from our Instructional Rounds indicate that we need to continue to develop higher order thinking skills (DOK levels 3 and 4), provide more opportunities for student-student discourse, and engage students in complex tasks.

**STUDENT ENGAGEMENT:** Teachers believe that there is an opportunity for growth in student engagement and ownership. Although many of our teachers employ strategies for connecting to students (ie. use of student names and interests in word problems, co-created anchor charts and rubrics, student choice in texts and projects, communication through Google Classroom, technology integration, etc.), they report a lack of student drive and motivation. There is an opportunity to refine instruction to promote student responsibility and engagement.

**FORMATIVE ASSESSMENT and ADJUSTING INSTRUCTION:** Teachers rely heavily on Benchmark assessment data from mClass (K-2) and NWEA (3-8). However, formative assessments vary across subjects and grades. Formative assessments may include curriculum based chapter tests and unit tests (GoMath, SEPUP), teacher created quizzes, running records and progress monitoring data from leveled readers, progress checks and skill mastery reports from computer-based programs. Schoolwide data suggests that individualized instruction based on both formative and summative assessments (ie. students in need of intervention or enrichment) is an area of need.

## Guide for Instruction

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

## Evidence, Measures, and Standards

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

### Balanced Assessment & Grading:

Score

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

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**MULTIPLE MEASURES:** Reilly teachers use a wide range of assessments to track student progress and inform instruction. Gradebooks show a balance of formative assessments (exit tickets, mid-chapter checkpoints, presentations, journal writing, quote analysis, participation, other teacher-created and teacher-selected assessments) and summative assessments (chapter/unit tests, etc.) In addition, data from district, statewide and national benchmark exams such as mClass, NWEA, and ACCESS is analyzed regularly and used to track student growth over time.

**ACCESSIBILITY OF ASSESSMENTS:** Assessment modifications and accommodations are provided in accordance with IEPs and EL criteria (ie. assessments provided in native language.) For many writing assignments and projects, students have access to student-friendly rubrics.

**ASSESSMENT LITERACY, SCHOOLWIDE ASSESSMENTS:** Teacher feedback suggests that there needs to be a greater vertical alignment of assessments and assessment rubrics, which vary greatly across grade levels. Assessments ought to cover a range of DOK levels (ie. computation or recall vs. application) and provide students the opportunity to demonstrate knowledge across various dimensions. Expectations should increase from one grade to the next. Attention also needs to be given to gradebook alignment, weights, and a sufficient balance of multiple measures. Fair grading practices should hold students accountable for grade-level work while also scaffolding assessments to set students up for success.

**STUDENT PROGRESS:** NWEA results and off-track data reports indicate that many of our students are not exhibiting mastery of skills on formative, summative, and district assessments. Middle school teachers report that students do not have sufficient writing skills or certain foundational skills in math and reading in order to achieve grade level mastery. More must be done to identify and fix skill gaps as early as possible. Programs such as MAP Skills are useful in identifying skill gaps, however teachers need to be skilled and adept at using such programs. In primary grades, we must continue to be diligent about monitoring student progress with as much specificity as possible through the use of running records, systematic word work, and comprehension checks. We need a continued emphasis on progress monitoring, and just as important, on generating and implementing action steps for students who aren't meeting performance and growth targets.

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

**Multi-Tiered System of Supports:**

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

**Score**

1 **2** 3 4



TIER 1: The school day at Reilly is designed in response to student needs. Scheduled time in all content areas is allocated per the recommended CPS instructional minutes guideline. Tier 1 instruction is paced to meet the needs of the majority of students, though teachers are continuously challenged by the wide range of learning levels amongst students in their classrooms. Flexible grouping (whole group, small group, partner work, independent) allows for idea sharing and students of all levels to advance their learning. Lesson plans differentiate for ELLs and DLs, and teachers provide as much scaffolding and support as possible for their multitude of learners. With such a variance of individual student misunderstandings and advanced needs, differentiating for all learners is still an area of growth.

TIER 2 and 3: This year, we have implemented Academic Intervention Blocks in every grade level to more precisely target our Tier 2 and Tier 3 students. The Intervention Block runs 40 minutes a day, 4 days a week and focuses on remediation and enrichment in reading and math. During this time, students from each grade level are grouped according to need based on data and paired with research-based reading and math intervention programs (LLI, SIL, Edmentum, Khan Academy, MAP Skills, IXL, Think Central, Imagine Learning) in order to build essential skills. During this time, parent and community workers, student teachers, paraprofessionals, etc. serve as tutors for small groups of students to minimize student to teacher ratio and ensure that Tier 2 and Tier 3 students are getting the small group support they require. Additional bilingual and ESL supports are provided for ELLs. Benchmark and progress monitoring data is collected and analyzed regularly to monitor student growth and movement between intervention classes. With support from teachers, students set year-end goals and are encouraged to have a growth mindset in reaching them.

Though an emphasis has been placed on intervention and structures have begun to take shape, more work needs to ensure that interventions (within core classes and during the intervention block) are effective. Currently, too many of our students are classified as Tier 2 and Tier 3. An effective intervention program will be visible when the vast majority of our students are performing at or above grade level. In order to get here, we need to enhance several intervention-related areas. The intervention block can be strengthened with collaboration and planning, teacher training and instructional improvements, data analysis, progress monitoring, and an increase of human and instructional resources. Although teachers are generally pleased with the new intervention block, available intervention resources, etc., there is still room to grow around timely intervention for all grade levels. Early, primary grade interventions need to ensure a strong academic and social emotional foundation.

Some intervention support teachers (enrichment teachers) report that they miss collaboration time with one another because of their direct involvement with students during the intervention block.

SEL INTERVENTIONS: SEL Interventions address a variety of social-emotional needs. Tier 1 Classroom interventions at Reilly include regular Peace Circles and Talking Circles, Second Step, PBIS, and teacher-selected management programs such as Class Dojo. Our Behavioral Health Team (BHT) is available for students requiring additional support. Tier 2 and Tier 3 SEL students have access to a variety of supports, including Targeted/Small Group Peace Circles, Peer Jury, Restorative Conferences with the Counselor/Dean/Security, etc., Individual Behavior and Safety Plans, Social Work, Grief and Trauma Counseling, Mosaic Therapy, etc.

## Guide for Multi-Tiered System of Supports

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

## Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

**Culture for Learning:**

Score

1 2 3 4

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

Reilly conveys high learning expectations for all students by regularly planning for, posting, and sharing learning objectives (content and language). Positive reinforcement exists especially for students achieving honor roll status. A structure that recognizes individual student achievement, specifically for students not on honor roll or able to attain honor roll status (Kdg. students), is lacking. Students regularly engage in taking ownership and pride for their work and provide feedback for their peers. This occurs through peer conferencing, teacher to student conferences, small group feedback, etc. Teachers facilitate such growth mindset and academic behaviors and expliciting teacher positive mindset and behaviors.

(Select classrooms offer "co-teaching" models providing diverse learners with the least restrictive environment and promoting teacher collaboration and respect.)

**Guide for Culture for Learning**

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
  - Use strategies to reinforce and cultivate student curiosity.
  - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
  - Consistently communicate the expectation that all students can achieve at high levels.
  - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
  - Clearly display school-wide expectations for academic and personal success throughout the building.
  - Set high expectations according to grade-appropriate learning objectives.
  - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
  - Recognize high levels of student achievement. All students receive recognition.
  - Encourage student resilience and hard work.
  - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
  - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures

- students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
  - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
  - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
  - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
  - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
  - Employ strategies including ongoing monitoring and support of students' academic behaviors.
  - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

## Evidence, Measures, and Standards

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

### Relational Trust:

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

Score

1 2 3 4

Reilly students have trusting relationships with adults where all students have at least one adult they truly trust. Although trusted adults are in the building and such adults have all received PBIS training, not all adults use positive language when addressed students are use negative reinforcement (cafeteria, recess). Most student to student interactions are mutually supportive and respectful. Student interactions with teachers could improve by being more positive, modeled, and restorative in nature. Reilly understands race and equity and supports students' diverse social identity though there are occasions of gender identity and race taunting. There is a need for teacher to teacher trust and teacher to principal trust improvement where teachers can have more of an opportunity to showcase their experiences, resources, and knowledge.

### Guide for Relational Trust

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

## Evidence, Measures, and Standards

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

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

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

Score

1 **2** 3 4

Although Reilly provides a range of studies for students around politics (upper grades), current events, and controversial issues, as well as promote the school via Reilly's Marketing Club, the majority of students lack the opportunity to explore their identities and beliefs and lack the opportunity to exercise student voice ( no student council). Some students are able to engage with their community (e.g high school fair) while the majority of students do not yet have the structured opportunity to take informed action or experience schoolwide civics culture. Extracurricular activities are primarily academic in nature, though there are a number of sports teams. Additional extracurricular activities around the community and civic life are needed.

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

### Study politics

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

- Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

## Evidence, Measures, and Standards

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

Reilly employs a number of security officers that together with school staff and administration help really students feel physically, socially, intellectually, and emotionally safe throughout the school. Outside of a few isolated incidents both at the main building and at the branch, students feel safe and are provided with and follow clear procedures for reporting and responding to safety concerns. Reilly has an efficient schedule where students orderly transition between classes and activities. Such transitions can be improved upon if all stakeholders could "stay on point" with schedules and take ownership of time management. Reilly prides itself on being a PBIS and CHAMPS school, though monthly positive reinforcement structured activities could be more visible and positive reinforcement supports made more evident. There is a need for clear behavior expectations to be taught, modeled, and reinforced by all staff members. Students also lack a voice in informed decisions around school life and the school environment. There is a BHT referral process, a supportive counselor, and a t-chart for teacher and office managed behaviors. It is recommended that the t-chart be revisited on a quarterly basis or whenever new staff arrive to Reilly. There is a restorative practices team yet, they do not meet consistently.

### Guide for Safety & Order

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

## Evidence, Measures, and Standards

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

### Restorative Approaches to Discipline:

Score

1 2 3 4

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

Reilly has established proactive, instructive, and restorative approaches and structures to discipline though such approaches, practices, and structures are inconsistent between buildings, and among grade levels. Some teachers and some grade levels follow established routines and practices while others do not. The CTU required 30 minutes of additional teacher weekly prep is used for additional SEL time. There seems to be a lack of consistency with this SEL time as well as a lack of adult supervision. Restorative practices are in place with weekly peace circles, peer council, and student-led restorative practices, though there seems to be a missing centrally-managed response to behaviors as a number of stakeholders lack the time to meet regularly to discuss problems and solutions (Dean, (Pinedas -2 teachers lead 2 restorative practice hours each week - 4 total weekly), Admin, etc.).

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

### Parent and Family Partnership:

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.

Reilly is a welcoming and non-threatening environment that cultivates a community that encourages all stakeholders to participate in the educational life of their child. Reilly has established authentic and engaging activities events, such as STEAM & READ, Grade Level Specific Open House, Back To School Celebration, and Healthy Parent Cooking Workshops, that encourage parents to visit the school, ask questions, raise concerns, and offer feedback. Our events are highly publicized utilizing social media and the school website. Reilly solicits the support and engagement of families as partners in the instructional program. Parent workers and volunteers have received training and support primary/intermediate reading and math goals. The Reilly Parent Club has adopted a shared responsibility in the academic and social/emotional development of students. They challenge themselves to expand their circle of parent participants and workshops offered.

The newly established Parent Focus Group meets regularly to provide a new forum to gather/answer questions, concerns, and collect feedback. The Parent Focus Group is comprised of parents from a wide range of backgrounds and various connections with the school (volunteers, parent workers, new parents, parents of multiple students). The school has an open-door policy to address parents concerns and encourage a two-way communication system. Regular bilingual robocalls are generated by students to inform parents of upcoming events and important information and a bilingual monthly school calendar is sent home to all families. Parents on the BAC and PAC committees work together to create English and Spanish workshops and meetings that reflect cultural traditions and informational/training sessions around standards, curriculum, assessments, and social/emotional needs of students and families. Monthly meetings or workshops are held for parents around topics that will prepare them to be more effectively involved in their child's education. These range from English classes to workshops on developmentally appropriate self care.

At Reilly, there is a need to develop a method of homework support, especially for our non-english speaking parents. The need for teachers to communicate to parents in real time, the academic success of their child may hold more students accountable. There has been an increase in parents wanting to get involved but it is evident that many lack the skills and resources. Parent Portal participation has increased from 2% to 20% within 12 months demonstrating more parents are signalling the need to get involved. This is an area of growth for Reilly. Recruiting parents who have shared similar experiences of being outside of the mainstream helps to create a sense of belonging. Parents have voiced the need to implement Parent University. They feel this will encourage and promote increased parental involvement in the school and empower more parents to raise children who are successful in school, and in life.

### Guide for Parent and Family Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
  - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
  - Host events for parents to share with other parents how home and school complement each other.
  - Share best practices around learning and development with parents to support students at home.
  - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
  - Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
  - Assist parents to volunteer in the school and/or participate on teams/committees.
  - Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- **Frequently communicate with families about class and individual activities and individual student's progress.**
  - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and

- health and wellness.
  - Send regular, positive, personalized communication from a staff member.
  - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
  - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
  - Information is provided to parents in their native language.
  - Parent meetings scheduled with interpreters present to facilitate participation.

## Evidence, Measures, and Standards

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

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus $\emptyset$ = Not of focus
2	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 $\emptyset$
2	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 <b>3</b> 4 5 $\emptyset$
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 <b>4</b> 5 $\emptyset$
2	Expectations for depth & breadth of Quality Teaching: Instruction	1 <b>2</b> 3 4 5 $\emptyset$
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1 2 3 4 <b>5</b> $\emptyset$
2	Expectations for depth & breadth of Student Learning: Curriculum	<b>1</b> 2 3 4 5 $\emptyset$
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 $\emptyset$
2	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 $\emptyset$
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 $\emptyset$
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 $\emptyset$
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 $\emptyset$



3	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	<input type="radio"/>
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	<input type="radio"/>
3	Expectations for Quality & Character of School Life: Parent and Family Partnership	1	2	3	4	5	<input type="radio"/>
3	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	<input type="radio"/>
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	<input type="radio"/>
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	<input type="radio"/>

Goals

Required metrics (Elementary)

18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
<b>National School Growth Percentile - Reading</b>					
Alignment and focus of MTSS program will enhance further growth	78.00	70.00	70.00	73.00	80.00
<b>National School Growth Percentile - Math</b>					
Alignment and focus of MTSS program and teacher mastery of teaching mathematical practices will enhance further growth	52.00	35.00	35.00	50.00	70.00
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>					
Alignment of curriculum both horizontally and vertically with NGSS and CCSS to improve mastery of grade level content.	56.10	52.40	52.40	60.00	75.00
<b>African-American Growth Percentile - Reading</b>					
Not Applicable	(Blank)	(Blank)	0.00	0.00	0.00
<b>Hispanic Growth Percentile - Reading</b>					
Alignment and focus of MTSS program, as well as utilizing ACCESS scores and language standards in units will enhance further growth	78.00	70.00	70.00	75.00	80.00
<b>English Learner Growth Percentile - Reading</b>					
Alignment and focus of MTSS program, as well as utilizing ACCESS scores and language standards in units will enhance further growth	73.00	71.00	71.00	75.00	80.00
<b>Diverse Learner Growth Percentile - Reading</b>					
Alignment and focus of MTSS program, as well as utilizing IEP goals, inclusive practices and differentiated instruction, scores and language standards in units will enhance further growth	(Blank)	99.00	99.00	99.00	99.00
<b>African-American Growth Percentile - Math</b>					
Not Applicable	(Blank)	(Blank)	0.00	0.00	0.00
<b>Hispanic Growth Percentile - Math</b>					

Alignment and focus of MTSS program, as well as utilizing ACCESS scores and language standards in units will enhance further growth	52.00	34.00	34.00	50.00	70.00
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**English Learner Growth Percentile - Math**

Alignment and focus of MTSS program, as well as utilizing ACCESS scores and language standards in units will enhance further growth	66.00	42.00	42.00	50.00	70.00
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**Diverse Learner Growth Percentile - Math**

Alignment and focus of MTSS program, as well as utilizing IEP goals, inclusive practices and differentiated instruction, scores and language standards in units will enhance further growth	(Blank)	12.00	12.00	25.00	45.00
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**National School Attainment Percentile - Reading (Grades 3-8)**

Units aligned to CCSS as well as MTSS intervention will help more students reach attainment,	45.00	49.00	49.00	55.00	65.00
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**National School Attainment Percentile - Math (Grades 3-8)**

Units aligned to CCSS as well as MTSS intervention will help more students reach attainment,	47.00	39.00	39.00	45.00	60.00
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**National School Attainment Percentile - Reading (Grade 2)**

Working to make the transition from foundational skills to more cognitively demanding tasks, using units built on the CCSS	29.00	63.00	63.00	70.00	75.00
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**National School Attainment Percentile - Math (Grade 2)**

Working to make the transition from foundational skills to more cognitively demanding tasks, using units built on the CCSS	22.00	18.00	18.00	25.00	40.00
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**% of Students Making Sufficient Annual Progress on ACCESS**

Continue to build our Bi-literacy program, and utilize ACCESS scores and units utilizing Language Standards, as well as using a balanced MTSS approach to provide support,	40.50	(Blank)	0.00	75.00	80.00
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**Average Daily Attendance Rate**

Continue to use incentives attendance as well as utilizing the clerks and BHT team to address chronic truancy.	96.70	96.30	96.30	97.00	97.50
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**My Voice, My School 5 Essentials Survey**

Work with U of C through programs offered courtesy of the Fund to analyze and improve metrics.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

1 of 1 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
Behavior					
Decrease the amount of out of school suspensions.	25.00	12.00	0.00	10.00	8.00

Strategies

Strategy 1

If we do...

Collaborate to build a coherent K-8 scope and sequence in all content areas (ELA, Math, Science, Humanities, Fine Arts, Physical Education, Health, Media, and World Language) using CCSS, NGSS, and other content area standards. Design learning modules that address the levels of DOK embedded in the standards and beyond (DOK 4).

Colaboraremos para construir un alcance y secuencia coherente de K-8 en todas las áreas de contenido (ELA, Matemáticas, Ciencias, Humanidades, Bellas Artes, Educación Física, Salud, Medios de Comunicación y Lenguaje Mundial) usando CCSS, NGSS y otros estándares de área de contenido. Diseñamos módulos de aprendizaje que aborden los niveles de DOK integrados en los estándares y más allá (DOK 4).

...then we see...

Teachers using scope and sequence and unit design that incorporates DOK levels, gradual release, and aligned standards. Students engaged in highly demanding cognitive tasks.

Los maestros usan el alcance y secuencia y el diseño de la unidad que incorpora los niveles de DOK, la liberación gradual y los estándares alineados. Los estudiantes participan en tareas cognitivas altamente exigentes.

...which leads to...

Increase in: students reading at or above level as measured by TRC and state assessments; percentage of growth and attainment in both math and reading as measured by NWEA MAP; percentage of students who make growth on ACCESS, students on level as measured by the Illinois Science Assessment.

Aumento en: estudiantes que leen al nivel o por encima del nivel medido por TRC y evaluaciones estatales; porcentaje de crecimiento y logro en matemáticas y lectura medido por NWEA MAP; porcentaje de estudiantes que crecen en ACCESS, los estudiantes a nivel, medido por la Evaluación de Ciencias de Illinois.

Tags:

Culture of learning, Academic expectations, Academic growth, Higher order thinking, Aligned scope and sequence, Agency, authority and identity, Instructional design

Area(s) of focus:

1, 2

Action step

A voluntary Curriculum Design team collaborates over the summer to explore vertical alignment, standards coverage, and content acquisition in Reilly's current scope and sequence. Team suggests opportunities for consistency and refinement.

Un equipo voluntario de Diseño de Currículo colabora durante el verano para explorar la alineación vertical, la cobertura de estándares y la adquisición de contenido en el alcance y la secuencia actual de Reilly. El equipo sugiere oportunidades para la consistencia y el refinamiento

Responsible

Summer Curriculum Design Team

Equipo de Diseño de Currículo de Verano

Timeframe

Jun 25, 2018 to Aug 18, 2018

Status

Not started

**Curriculum Design, Ccss, Tier 1, Vertical alignment, Scope & sequence, Continuous improvement**

Grade Level Teams (horizontal) and Curriculum Design Team (vertical) develop scope and sequence for upcoming year. S&S is comprised of learning modules that center around 3-5 target standards.

Los equipos de nivel de grado (horizontal) y el equipo de Diseño Curricular (vertical) desarrollan el alcance y la secuencia para el próximo año. S & S se compone de módulos de aprendizaje que se centran en torno a 3-5 estándares de objetivo

Grade Level Teams, Curriculum Design Team

Equipos de Grado, Equipo de Diseño Curricular

Jul 9, 2018 to Dec 31, 2018

Not started

**Curriculum Design, Ccss, Tier 1, Vertical alignment, Scope & sequence**

Teachers engage in professional learning on exemplary instructional design. Elements of learning modules (ie. related standards, cognitive demand, aligned assessments, student supports) are explored and defined.

Admin, Teachers, ILT

Aug 27, 2018 to Sep 28, 2018

Not started

**Professional Learning, Cognitive demand, Standards-based instruction, Assessment design, Unit writing, Instructional design, Quality teaching**

With support and collaboration, teachers focus on curriculum and instructional planning throughout the school year. Teams design learning modules that center around effective Tier 1 instruction and task design.

Module planning considers:

- A thorough analysis of target learning standards
- Interdisciplinary opportunities for mastery of standards
- DOK and cognitive demand
- Agency, Authority and Identity
- Student engagement and discourse
- WIDA standards, supports for ELs based on English Proficiency
- Consideration for linguistic and cultural diversity
- DL supports and opportunities for co-teaching
- Supports for students at various tiers/academic levels
- Quality assessments that inform instruction (see Balanced Assessment strategy)

Con apoyo y colaboración, los maestros se enfocan en el plan de estudios y la planificación de instrucción durante el año escolar. Los equipos diseñan módulos de aprendizaje que se centran en la instrucción efectiva de Nivel 1 y el diseño de tareas.

La planificación del módulo considera:

- Un análisis exhaustivo de los estándares de aprendizaje
- Oportunidades interdisciplinarias para el dominio de los estándares
- DOK y demanda cognitiva
- Agencia, Autoridad e Identidad
- Participación y discursos de los estudiantes
- Estándares WIDA, apoyos para estudiantes EL basados en el dominio del inglés
- Consideración de la diversidad lingüística y cultural
- DL apoya y oportunidades para co-enseñanza
- Apoyos para estudiantes en varios niveles / niveles académicos
- Evaluaciones de calidad que informan la instrucción (ver Estrategia de Evaluación equilibrada)

Teachers, Grade Level Teams, Curriculum Design Team, Administration/Leadership Team

Maestros, Equipos de nivel de grado, Equipo de diseño curricular, Equipo de administración / liderazgo

Aug 20, 2018 to Jun 14, 2019

Not started

**MTSS, Curriculum Design, Motivation, Dok, Cognitive demand, Wida, Balanced grading and assessment, Co-teaching, EL learners, Interdisciplinary units, Engagement, Supportive learning, DI learners, Student experience**

Scope and sequence and instructional plans are continuously enhanced and refined based on data and student response, successes and challenges of implementation, and reflection.

Teachers, Grade Level Teams, Curriculum Design Team, Administration/Leadership Team

Aug 20, 2018 to Aug 23, 2019

Not started

**Cycles of continuous improvement, Student achievement, Instructional delivery**

Strategy 2

If we do...

Build teacher capacity to incorporate authentic formative and summative assessments in all content areas aligned to learning targets, DOK, and vertical progression.

...then we see...

Teachers using formative and summative assessment to monitor and respond to student learning and group students for reteaching and enrichment. Students at all levels exhibiting growth mindset and successfully demonstrating knowledge through authentic tasks.

...which leads to...

Increase of "on-track" rate at or above district and network average. Increase in: students reading at or above level as measured by TRC and state assessment; percentage of growth and attainment in both math and reading as measured by NWEA MAP; percentage of students who make growth on ACCESS, students on level as measured by the Illinois Science Assessment.

Tags:

Progress monitoring, Assessment design, Growth mindset, Grading policy, Multiple measures of assessment, Skill mastery, Monitoring and accountability, Assessment data analysis

Area(s) of focus:

1, 4

Action step	Responsible	Timeframe	Status
Conduct an analysis of teacher grade books and on-track data to identify strengths and needs of Reilly's grading system. Explore horizontal and vertical alignment in grading system.	Admin, ILT, Summer Curriculum Design Team	Jun 1, 2018 to Aug 24, 2018	Not started

**Vertical alignment, Grading practices, On track data, Balanced assessment and grading**

For each learning module, ensure alignment between assessments and target learning standards.	Admin, Teachers	Jul 9, 2018 to Jun 21, 2019	Not started
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**Ccss, Aligned assessments, Rigorous assessment**

Research formative and summative assessment measures and progress monitoring strategies aligned to standards. Understand the depths of knowledge within target standards and incorporate aligned assessments in instructional plans. Utilize balanced and aligned assessments that have the capacity to show measurable growth and progress.	Admin, Teachers, ILT	Jul 9, 2018 to Jun 21, 2019	Not started
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**Dok, Progress monitoring, Cognitive demand, Formative assessment, Aligned assessments, Summative assessment, Skill growth**

Build teacher capacity to ensure that assessment are of high cognitive demand (DOK embedded in standards and beyond).	Admin, Teachers	Jul 9, 2018 to Jun 21, 2019	Not started
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**Dok, Cognitive demand, Assessment design, Aligned assessments, Skill mastery**

Ensure that assessments adequately consider the needs and progress of all learners, including Diverse Learners, ELLs, and students of all tiers.	Admin, Teachers, ELPT, Case Manager, MTSS Coordinator	Jul 9, 2018 to Jun 21, 2019	Not started
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**MTSS, Enrichment, Differentiated assessment, EI supports, DI supports**

Build growth mindset and student motivation through a focus on achievement and progress.	Admin, Teachers	Sep 4, 2018 to Jun 21, 2019	Not started
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**Motivation, Growth mindset, Student achievement, Student accountability**

**Strategy 3**

If we do...	...then we see...	...which leads to...
Build teacher capacity to deliver high quality, consistent and measurable Tier 1 instruction to all learners daily.	Improved instructional practices and protocols from teachers incorporating intentional, cognitively demanding, and differentiated instructional strategies. Students that are challenged, engaged, and exhibiting mastery of skills.	Increase in: students reading at or above level as measured by TRC and state assessments; percentage of growth and attainment in both math and reading as measured by NWEA MAP; percentage of students who make growth on ACCESS, students on level as measured by the Illinois Science Assessment.

Tags:  
MTSS, Core Instruction, Interventions, Differentiated instruction, Tier 2 & 3, Tier 1

Area(s) of focus:  
2, 5

Action step	Responsible	Timeframe	Status
Conduct data analysis of growth and achievement in reading, math, science, and EL development for the 2017-2018 school year as measured by district, state and national assessments in order to identify trends to inform instructional needs and opportunities for differentiation within Tier 1 instruction. Share findings with all stakeholders.	Admin, MTSS Coordinator, ILT	Jun 18, 2018 to Aug 24, 2018	Not started

### Instructional priorities, Data driven practice

In order to inform professional learning, identify an effective model of standards-based Tier 1 instruction that accounts for: tasks at high cognitive demand (DOK), differentiation for student access to those tasks (varying levels of support for ELs, DLs, and students at all levels), and embedded elements of Agency, Authority and Identity.

Admin, ILT, ELPT,  
Case Manager,  
MTSS Coordinator

Aug 27, 2018 to  
Sep 30, 2018

Not started

### MTSS, Cognitive demand, Standards-based instruction, Tier 1, ELs, DLs, Exemplars, Instructional model

Focus professional learning on effective Tier 1 planning and delivery of instruction. Create a professional learning plan (calendar and content) around essential Tier 1 instructional components.

Admin, All Teachers

Aug 27, 2018 to  
Jun 21, 2019

Not started

### Best practice, Student work protocol, Learning walks, Cross curricular planning, Observation and feedback

Support teachers with opportunities for implementation/safe practice and collaborative learning (ie. teacher-to-teacher observations) around Tier 1 strategies explored in professional learning.

Admin, All Teachers

Aug 27, 2018 to  
Jun 21, 2019

Not started

### Feedback, Cycles of continuous improvement, Planning for instruction, Academic results

Build teacher capacity in analyzing student work in order to provide insight into unit/lesson design and ensure all students are able to access learning tasks of high cognitive demand.

Admin, All Teachers

Aug 27, 2018 to  
Jun 21, 2019

Not started

### Teacher reflection, Student work protocol, Academic results, Unit design

Utilize cycle of professional learning, implementation, and reflection to refine Tier 1 instructional practices and ensure access of rich, cognitively demanding curriculum to all learners at Reilly.

Admin, All Teachers

Aug 27, 2018 to  
Jun 21, 2019

Not started

### Cognitive demand, Cycles of continuous improvement, Teacher reflection, High quality tier 1 instruction, Academic results

## Action Plan

### Strategy 1

NOT STARTED

A voluntary Curriculum Design team collaborates over the summer to explore vertical alignment, standards coverage, and content acquisition in Reilly's current scope and sequence. Team suggests opportunities for consistency and refinement. Un equipo voluntario de Diseño de Currículo colabora durante el verano para explorar la alineación vertical, la cobertura de estándares y la adquisición de contenido en el alcance y la secuencia actual de Reilly. El equipo sugiere oportunidades para la consistencia y el refinamiento"

Jun 25, 2018 to Aug 18, 2018 - Summer Curriculum Design Team Equipo de Diseño de Currículo de Verano

## Status history

Jun 11

NOT STARTED

Jun 11, 2018

### Evidence

Scope & Sequence Frameworks Marcos de Alcance y Secuencia

NOT STARTED

Grade Level Teams (horizontal) and Curriculum Design Team (vertical) develop scope and sequence for upcoming year. S&S is comprised of learning modules that center around 3-5 target standards. Los equipos de nivel de grado (horizontal) y el equipo de Diseño Curricular (vertical) desarrollan el alcance y la secuencia para el próximo año. S & S se compone de módulos de aprendizaje que se centran en torno a 3-5 estándares de objetivo"

Jul 09, 2018 to Dec 31, 2018 - Grade Level Teams, Curriculum Design Team Equipos de Grado, Equipo de Diseño Curricular

## Status history



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Jun 11

**NOT STARTED** Jun 11, 2018  
**Evidence**  
Revised Scope and Sequence Frameworks Revisando alcance y marcos de secuencia

**NOT STARTED**  
With support and collaboration, teachers focus on curriculum and instructional planning throughout the school year. Teams design learning modules that center around effective Tier 1 instruction and task design. Module planning considers: - A thorough analysis of target learning standards - Interdisciplinary opportunities for mastery of standards - DOK and cognitive demand - Agency, Authority and Identity - Student engagement and discourse - WIDA standards, supports for ELs based on English Proficiency - Consideration for linguistic and cultural diversity - DL supports and opportunities for co-teaching - Supports for students at various tiers/academic levels - Quality assessments that inform instruction (see Balanced Assessment strategy) Con apoyo y colaboración, los maestros se enfocan en el plan de estudios y la planificación de instrucción durante el año escolar. Los equipos diseñan módulos de aprendizaje que se centran en la instrucción efectiva de Nivel 1 y el diseño de tareas. La planificación del módulo considera: - Un análisis exhaustivo de los estándares de aprendizaje - Oportunidades interdisciplinarias para el dominio de los estándares - DOK y demanda cognitiva - Agencia, Autoridad e Identidad - Participación y discursos de los estudiantes - Estándares WIDA, apoyos para estudiantes EL basados en el dominio del inglés - Consideración de la diversidad lingüística y cultural - DL apoya y oportunidades para co-enseñanza - Apoyos para estudiantes en varios niveles / niveles académicos - Evaluaciones de calidad que informan la instrucción (ver Estrategia de Evaluación equilibrada)"

Aug 20, 2018 to Jun 14, 2019 - Teachers, Grade Level Teams, Curriculum Design Team, Administration/Leadership Team Maestros, Equipos de nivel de grado, Equipo de diseño curricular, Equipo de administración / liderazgo

## Status history



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Jun 11

**NOT STARTED** Jun 11, 2018  
**Evidence**  
Instructional Plans, Assessment Alignment

**NOT STARTED**  
Scope and sequence and instructional plans are continuously enhanced and refined based on data and student response, successes and challenges of implementation, and reflection."

Aug 20, 2018 to Aug 23, 2019 - Teachers, Grade Level Teams, Curriculum Design Team, Administration/Leadership Team

## Status history



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Jun 11

**NOT STARTED** Jun 11, 2018  
**Evidence**  
Revised Scope & Sequence, Instructional Plans, Assessment Alignment

**NOT STARTED**  
Teachers engage in professional learning on exemplary instructional design. Elements of learning modules (ie. related standards, cognitive demand, aligned assessments, student supports) are explored and defined."

Aug 27, 2018 to Sep 28, 2018 - Admin, Teachers, ILT

## Status history



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Jun 11

**NOT STARTED** Jun 11, 2018  
**Evidence**  
Unit/Lesson Design

## Strategy 2

NOT STARTED

Conduct an analysis of teacher grade books and on-track data to identify strengths and needs of Reilly's grading system. Explore horizontal and vertical alignment in grading system."

Jun 01, 2018 to Aug 24, 2018 - Admin, ILT, Summer Curriculum Design Team

### Status history

Jun 11

NOT STARTED

Jun 11, 2018

**Evidence**  
Assessment Analysis Report

NOT STARTED

For each learning module, ensure alignment between assessments and target learning standards."

Jul 09, 2018 to Jun 21, 2019 - Admin, Teachers

### Status history

Jun 11

NOT STARTED

Jun 11, 2018

**Evidence**  
Assessment Research Documentation

NOT STARTED

Research formative and summative assessment measures and progress monitoring strategies aligned to standards. Understand the depths of knowledge within target standards and incorporate aligned assessments in instructional plans. Utilize balanced and aligned assessments that have the capacity to show measurable growth and progress."

Jul 09, 2018 to Jun 21, 2019 - Admin, Teachers, ILT

### Status history

Jun 11

NOT STARTED

Jun 11, 2018

**Evidence**  
Instructional and Assessment Plans

NOT STARTED

Ensure that assessments adequately consider the needs and progress of all learners, including Diverse Learners, ELLs, and students of all tiers."

Jul 09, 2018 to Jun 21, 2019 - Admin, Teachers, ELPT, Case Manager, MTSS Coordinator

### Status history

Jun 11

NOT STARTED

Jun 11, 2018

**Evidence**  
Instructional and Assessment Plans

NOT STARTED

Build growth mindset and student motivation through a focus on achievement and progress."

Sep 04, 2018 to Jun 21, 2019 - Admin, Teachers

### Status history

Jun 11



NOT STARTED

Jun 11, 2018

**Evidence**

Student Achievement, 5Essentials Survey

NOT STARTED

Build teacher capacity to ensure that assessment are of high cognitive demand (DOK embedded in standards and beyond)."

Jul 09, 2018 to Jun 21, 2019 - Admin, Teachers

## Status history



Jun 11

NOT STARTED

Jun 11, 2018

**Evidence**

### Strategy 3

NOT STARTED

Conduct data analysis of growth and achievement in reading, math, science, and EL development for the 2017-2018 school year as measured by district, state and national assessments in order to identify trends to inform instructional needs and opportunities for differentiation within Tier 1 instruction. Share findings with all stakeholders."

Jun 18, 2018 to Aug 24, 2018 - Admin, MTSS Coordinator, ILT

## Status history



Jun 11

NOT STARTED

Jun 11, 2018

**Evidence**

Data Analysis Findings Report

NOT STARTED

In order to inform professional learning, identify an effective model of standards-based Tier 1 instruction that accounts for: tasks at high cognitive demand (DOK), differentiation for student access to those tasks (varying levels of support for ELs, DLs, and students at all levels), and embedded elements of Agency, Authority and Identity."

Aug 27, 2018 to Sep 30, 2018 - Admin, ILT, ELPT, Case Manager, MTSS Coordinator

## Status history



Jun 11

NOT STARTED

Jun 11, 2018

**Evidence**

Reilly Instructional Framework, including Expectations & Exemplars

NOT STARTED

Focus professional learning on effective Tier 1 planning and delivery of instruction. Create a professional learning plan (calendar and content) around essential Tier 1 instructional components."

Aug 27, 2018 to Jun 21, 2019 - Admin, All Teachers

## Status history



Jun 11

NOT STARTED

Jun 11, 2018

**Evidence**

Professional Learning Plan

NOT STARTED

Support teachers with opportunities for implementation/safe practice and collaborative learning (ie. teacher-to-teacher observations) around Tier 1 strategies explored in professional learning."

Aug 27, 2018 to Jun 21, 2019 - Admin, All Teachers

## Status history

Jun 11

**NOT STARTED** Jun 11, 2018  
**Evidence**  
Instructional Plans

**NOT STARTED**  
Build teacher capacity in analyzing student work in order to provide insight into unit/lesson design and ensure all students are able to access learning tasks of high cognitive demand."

Aug 27, 2018 to Jun 21, 2019 - Admin, All Teachers

## Status history

Jun 11

**NOT STARTED** Jun 11, 2018  
**Evidence**  
Student Work Protocols

**NOT STARTED**  
Utilize cycle of professional learning, implementation, and reflection to refine Tier 1 instructional practices and ensure access of rich, cognitively demanding curriculum to all learners at Reilly."

Aug 27, 2018 to Jun 21, 2019 - Admin, All Teachers

## Status history

Jun 11

**NOT STARTED** Jun 11, 2018  
**Evidence**  
Instructional Plans, On-Track Data

## Fund Compliance

### Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

## ESSA Program

ESSA Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

## Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

### Parent and Family Plan

#### Parent and Family Engagement Policy

Complete

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

Through direct contact with the ESSA officers. This team along with administration collaborate on planning. The ESSA officers take formal and informal feedback regarding topics and programs.

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

This meeting will be scheduled for 9/12/2018. We advertise these meetings on our website, through robo-calls and posted invitations. Once the annual meeting is complete, the administration and officers of the ESSA team will formally and informally collaborate on PAC topics.

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.

We keep ESSA parent funding flexible, and allow enough lead time between PAC meetings to address parent needs.

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.

We distribute these during parent teacher conferences. Occasionally there will be a need to have those items in isolation. In this case our clerk, counselor and case manager collaborate to provide this information.

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.

If this is the case we will follow district and state procedures to communicate this information in as timely a way as possible. This will include backpack and email notification every 4 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.

Through school events such as open houses,. Back to School celebration, and parent teacher conferences, we will make all information readily available.

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.

During any parent interaction, we will register parents on CPS parent portal. We will utilize our website which is mobile friendly to train parents to access our website. Our ESSA will facilitate EL classes for adults.

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.

Through individual open houses, Back to School, student field trips, LSC participation, and our school website, we will enhance the communication between teacher and parents.

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.

Pre-school hosts a variety of opportunities for parent involvement throughout the year. With two full day 4 year old programs we will work together with staff to develop a plan to enhance that support at.

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

All communication and development classes are bilingual.

#### 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.)

Reilly School is committed to developing a community of life long learners by establishing high expectations for personal success through practice and perseverance and prepares them for college and career.

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.

Dates will be determined by CPS District 299. These will be individual conferences.

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

Parents will be able to access parent portal for live student achievement data, in addition the district provides mid-quarter progress reports. Teachers are all available and open door.

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

Parents can make appointments, they can contact teachers through email, and the website.

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.

We encourage parents to sign up to volunteer throughout the year for classroom help and field trips. Parents are involved in special events, and most of our recess and tutoring staff is staffed with parents. `

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

Using our school agenda and parent portal parents will have a direct link in supporting a kids learning.

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

Through our local school council, BAC and PAC committees, parents have a direct voice in the education of their students.

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).

We provide incentives such as student of the month, Honor Role, and citizenship awards and celebrations. In addition all grade levels work on goal setting for individual students.

**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.

After the annual meeting our ESSA committee will set up learning events monthly focusing on social emotional skills such as child development and classes on homework help, and expectations.

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

Account(s)	Description	Allocation
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 0 .00
53405	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 2236 .00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 1300 .00
54125	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ 2400 .00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$ 0 .00
<p>54205</p>	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ 400 .00

<p>54565</p>**Reimbursements**

Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.

\$	0	.00
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<p>53510</p>**Postage**

Must be used for parent and family engagement programs only.

\$	0	.00
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53306 **Software**

Must be educational and for parent use only.

\$	0	.00
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55005 **Furniture and Equipment**

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

\$	0	.00
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