



Willa Cather Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
02/21/2018	Teacher Leads and CIWP Committee Members	SEF

04/04/2018 Teacher Leads and CIWP Committee Members SEF Review

04/11/2018 Teacher Leads and CIWP Committee Members Framework Prioritization

04/25/2018 Teacher Leads and CIWP Committee Members Goals & Strategies

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

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Cather demonstrates strong leadership and collective responsibility with an overall score of 61% on the 5 essentials survey, with a CPS average of 57% , however trend data shows a decrease from 91% in 2016 to 61% in 2017. Additional data shows that 57% of teachers state that school leadership knows what goes on in their classrooms and 62% of teachers state that leadership provides feedback to improve teaching with 62% of teachers stating this support improves their instruction. The schools mission and vision are posted in every classroom and staff receive information on the State of the School multiples times throughout the school year, along with students performance data to drive their instruction. All teachers have opportunities for collaboration through common planning time.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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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The Cather ILT is has a consistent structure for for teacher leadership that is focuses on school wide data to improve student educational outcomes. The ILT Team has scheduled meetings twice a month to examine a variety of areas that impact overall school performance (attendance, SQRP, On-Track Rates, Discipline, Formative Assessments). Teacher Leaders share information with their colleagues through teacher-led meetings and at House meetings. The school-wide attendance rate remains low (92 - 93%). Daily phone calls, home visits, classroom and school wide incentives, attendance contracts, are some of the strategies used to improve student attendance. There is a need for more teacher leadership and school wide ownership to improve this metric.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

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

Professional Learning:

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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The quality of professional learning is strong at Cather with an overall rating of 80% on the 5 essential survey, with a CPS average of 68% in this area. Fifty percent of teachers state they have opportunities to work productively with their colleagues , with 67% of teachers stating they have time to think, try, and evaluate new ideas and that professional learning has a coherent focus. Seventy six percent of teachers state that professional learning is connected to the school improvement plan, and 57% of teachers state they have opportunities to work with teachers from other schools. We provide all staff with agendas for professional learning, however an evaluation tool is not evident. Teachers take advantage of district provided professional development.

Guide for Professional Learning

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> 82. Observes and Evaluates Staff and Gives Feedback to Staff 86. Professional Development Provided for Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Teaching the Teachers ✓ Making Better Use of Research ✓ Upcoming Professional Learning Opportunities ✓ Framework for Teaching PD Modules

Aligned Resources:

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

Score

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Cather school resources are aligned to school priorities with the goal of improving student achievement. Block scheduling is implemented school wide and all teachers post their schedules in their classrooms. Every attempt is made to protect instructional time, with interruptions only occurring in cases of an emergency. All financial resources are used for staff and instructional supports. We continue to establish a number of community partnerships to assist in providing additional resources to students at no cost to the school such as: Communities in Schools Program, Open Books Reading Buddies Program, Primary Screen Safe Program, Saving our Cinderellas Mentoring Program, Salvation Army, Capital 1 Inspire-U Mentoring Program, Capital 1 Coders Program, University of IL. Nutrition Program, Gardener's Program, Safe Route Ambassadors, Junior Achievement, Fuel Up to Play. The effectiveness of these programs is inconsistently examined. We have a low mobility rate for teachers with most teachers scoring in the proficient range on REACH evaluations. We continue to see highly qualified teachers. An exit interview/survey is not evident.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

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

Teachers at Cather began implementing the Comprehensive Units of Study provided by Network 5 in Literacy and Math in January 2018 which are aligned to the Common Core Standards where they follow curriculum sequencing and pacing guides. Lesson plans are submitted and review weekly. Thirty seven percent of teachers state they have input in establishing the curriculum.

Guide for Curriculum

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

Evidence, Measures, and Standards

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

- NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING**
- ✓ [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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Cather continues to implement a cross section of instructional materials from a variety of content areas, replenishing materials each year as our budget allows. There is a need for additional literacy materials at the Primary Level to assist teachers in differentiating student instruction (leveled readers) . Cather incorporates the use of technology for all students with students having access to computers. We have implemented a school wide computer schedule for all students to have access to technology. Only 37% f teachers state they have influence in determining books and instructional materials used by students.

Guide for Instructional Materials

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

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

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

Score

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

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School wide observational data shows a need for an increase in the use of higher ordered questioning across all grade levels and the consistent implementation of differentiate tasks based on student achievement data. Fifty seven percent of students report that teachers require them to work hard in class, 50% of students report opportunities to work with peers and revise their work. 48% of students state they connect learning to real life situations in reading, and 55% of students report applying math outside of school. Although teachers assess student work individually, there is not a consistent practice of collectively examining student work.

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	Teaching for Robust Understanding in Mathematics (TRU Math)
✓	Math Practices: What to Look For Observation Tool
✓	Checking In: Do Classroom Assessments Reflect Today's Higher Standards?
✓	Student Work Protocol (SQAP)
✓	Slice Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

Score

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

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Cather continues to implement a college focus school wide with banners, posters, bulletin boards that are evident in the school environment. We have a college readiness block schedule integrated throughout all grade levels where teachers implement rigorous differentiated instruction based on individual student data. There is a need for consistent use of data to plan rigorous activities during this block period. All eighth grade students worked with the school counselor to submit to high school applications this year using the Go CPS Program.

Guide for Transitions, College & Career Access & Persistence

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

- Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
- Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
- Applying to multiple colleges—generally three or more.
- Navigating financial aid and capitalizing on grant and scholarship opportunities.
- Equipping students and families with persistence strategies. (College Persistence Toolkit)
- Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

Score

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

1 **2** 3 4

Teachers use the Common Core Standards to guide their curriculum and try to focus on questioning that promotes higher order thinking. Lesson plans are submitted and reviewed by the assistant principal weekly. Teachers meet as a house (grade level team) weekly to discuss curriculum, assessments and important business.

Guide for Instruction

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

- Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
- Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

Score

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Cather administration checks grades in Gradebook weekly and have set assessment goals for each grade level to submit and complete weekly. Teachers are also required to turn in work samples regularly which includes writing samples from kindergarten through grade 8.

Guide for Balanced Assessment & Grading

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

determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).

- Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
- Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

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

Multi-Tiered System of Supports:

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

Score

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Cather currently has an active MTSS committee that meets 1-2 times per month where we have discussed a check in and check out system that will be implemented on a trial bases sometime in March. We have also discussed working on a PBS workshop for teachers in June with the goal of gaining teacher support and implementation for the 2018-2019 school year. Teachers are being encouraged to enter students into MTSS regularly so the school counselor, social worker and administration can be of more support for teachers and students. Our social worker Ms. Steel, works with the students on and off her case load every Wednesday and Friday and has developed a good rapport with the students of all grades. She is also in the process of developing an emotional support group with select preschool and kindergarten students with the goal of helping them control various emotions in positive ways.

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
	1a. Demonstrating knowledge of content and pedagogy
	1b. Demonstrating Knowledge of Students
	1d. Designing Coherent Instruction
	2d. Managing Student Behavior
	3d. Using Assessment in Instruction
	3e. Demonstrating Flexibility and Responsiveness
4b. Maintaining Accurate Records	
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 **2** 3 4

Observational data continues to show a lack of coherence in the use of rigorous asks in the classroom learning environment throughout the school and in the practice of collectively reviewing student work. The 5 essential survey data shows a strong score (79%) in academic press which is an improve over last year's score of 55%. Forty seven percent of students report that their classes make them think and 40% of students state they feel challenged. Thirty eight percent of students state they learn a lot in their classrooms. Ninety percent of teachers state they feel responsible for that all students learn, however dashboard data continues to show a pattern of students in bench mark grade off track academically.

Guide for Culture for Learning

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

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

Evidence, Measures, and Standards

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

Relational Trust:

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

Score

1 **2** 3 4

Cather continues to implement practices school wide to foster a positive climate throughout the school and build relational trust (School mission and Vision statement, Cather School Student Pledge, College Banners and inspirational quotes through out he school environment, implementation of the second step curriculum, use of restorative practices when dealing with student misconduct and staff modeling. 5Implementation of culture and climate standards are emerging. 5essential survey data shows an overall weak score (33%) in supportive environment with a high percentage (76%) of teacher-teacher trust. Student teacher trust is weak (29%) and teacher-parent trust is neutral (41%). There are opportunities for teacher through the implementation of common planning time schedules. Cather implements tiered supports to foster positive relationships school wide (Second Step Program, Mentoring Programs, Restorative Practices, Individual and group counselling).

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	Shared Leadership, Family & Community Engagement
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
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	
✓	Social Emotional Learning Supports (cps.edu/sel)
✓	Trust in Schools: A Core Resource for School Reform (ASCD)
✓	Creating a School Community (ASCD)

Student Voice, Engagement, & Civic Life:

Score

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

1 2 **3** 4

Cather student voice is evident through a high rate(87.9%) of student participation in the My Voice My School survey. Cather continues to offer a variety of extracurricular opportunities for student (Out Of Time Programing ,CPS Score sports activities, Communities in Schools Program, Open Books Reading Buddies Program, Primary Screen Safe Program, Saving our Cinderellas Mentoring Program, Salvation Army, Capital 1 Inspire-U Mentoring Program, Capital 1 Coders Program, University of IL. Nutrition Program, Gardener's Program, Safe Route Ambassadors, Junior Achievement, Fuel Up to Play. Cather also provides opportunities for student enrichment through Saturday School Programming.

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"> • IJVNS Student Survey completion rates and results • Artifact from student-run organizations and events (including SVCs) • Meeting minutes/agendas that include student participation • Policies regarding student engagement in decision making • Service learning reports and/or reflections of SL projects • Unit and curriculum maps, rubrics, assessment artifacts • Evidence of student work • Democracy School recognition
Measure	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D2. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HST Standards

Safety & Order:

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

Score

1 2 3 4

All staff receive professional development on the use the Student Code of Conduct at the beginning of the school year. Students receive an orientation on school expectation and the use of the SCC as well. Overall school safety at Cather continues to be ranked low (27%) by students, compared to a CPS average of 50%. Forty-four percent of students state they do not feel safe outside around the school, and 55% of students state they feel somewhat safe traveling to and from school. Eighty four percent of students state they feel safe and comfortable with their teachers, however school referrals show most misconducts (fights) stemming from the classroom. Cather currently has three security officers that patrol inside and outside of the school and follow an outlined security plan, however chronic absences negatively impacts effectiveness. All visitors must be buzzed into the building by security and are directed to the main office for additional support. All visitors must have administrative approval before entering student classrooms. Most staff walk students outside daily to assist with dismissal. Safe passage workers are assigned to our school and are visible during student travel to and from school.

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

Score

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring about a more restorative culture. The school is also characterized by strong and consistent school and classroom climates. The school reinforces positive behaviors and responds to misbehaviors in calm, respectful, and thoughtful ways, teaching students 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.

1 2 3 4

Cather continues to provide teachers with professional development on the use of Restorative practices at the beginning of the school year. All teacher implement the second step curriculum school wide to assist students to develop critical social emotional and problem solving skills. Students are also taught how to recognize bullying behaviors and report these behaviors to school staff. Staff are encouraged to implement restorative practices with students prior to submitting discipline referrals to the office. Students are referred to the school counselor and social worker for tier 2 and 3 supports. Cather has a school wide behavior incentive program (Student of the Month) where we recognize students monthly for displaying positive behavior in the school. The majority of discipline referrals continue to be written by middle school teachers. A menu of restorative practices was given to all teachers at the beginning of the year. The MTSS team is meeting track and streamline tiered supports for students.

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

Parent and Family Partnership:

Score

1 2 3 4

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

Cather communicates with parents in a variety of ways through the use of monthly calendars, quarterly newsletters, parent portal, Cather website, school marquee, phone calls, parent-teacher conferences, school assemblies, monthly PAC meetings, and LSC meetings. Impact shows an increase in the number of parents using parent portal. Over 80% of parents are picking up report cards during parent teacher conferences. Teachers report 2% of parents attend conferences requested by teachers most of the time. Teachers state that 28% of parents contact them about their child's school performance. All responses to parent support center are addressed in a timely, and thorough manner. Parents are informed and participate in school fundraisers. Observational data shows a high degree of parent participation at school assemblies especially at the primary and intermediate grade levels. Parent participation at LSC and monthly PAC meetings remain low as evidenced n parent sign in sheets. Cather still struggles with a plan to honor diversity in the school setting, however all teachers are charged to implement a unit of study on Hispanic American History.

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

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: Leadership & Collective Responsibility	1 2 3 4 5 \emptyset
2	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 \emptyset
2	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 \emptyset
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1 2 3 4 5 \emptyset
2	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 \emptyset
2	Expectations for depth & breadth of Student Learning: Instructional Materials	1 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 depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	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: Parent and Family Partnership	1 2 3 4 5 \emptyset
2	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 \emptyset
2	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 \emptyset
2	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 \emptyset
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 \emptyset

Goals

Required metrics (Elementary)

18 of 18 complete

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

<p>Based on a review of our data we had a major decline in our reading growth percentile. To increase student growth performance with literacy we will do the following: 1.)Provide PD to teachers with an emphasis on implementing lessons designed to increase comprehension, fluency and word knowledge while following the Network 5 pacing guides. 2.)Use NWEA & TRC data to develop an understanding of student's instructional needs. 3.)Provide extended day and/or Saturday School Programs. 4.)Increase the amount of non fiction level reading material to enhance student capacity. 5.) Utilize STRIDE Academy for additional practice at each students Reading level. 6.) Utilize the built in STRIDE quiz builder to create interim assessment that will help target instructional needs.</p>	86.00	11.00	50.00	60.00	70.00
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National School Growth Percentile - Math

<p>Based on a review of our math data we had a significant decrease in our math growth. To increase student growth performance in math we will do the following: 1.)Build teacher capacity around Agency, Authority & Identity as well as Math Talks. 2.)Provide PD on problem solving strategies and small group math instruction in math concepts utilizing scaffolded instruction. 3.)Identify and apply instructional strategies to align with student RIT scores. 4.)Provide extended day(to meet the needs of low achieving math students) and/or Saturday School Programs (enrichment). 5.)Continue to implement BLUESTREAK to provide additional support for math fact fluency. 6.)Utilize STRIDE Academy for additional practice at each students Math level, while using the built in quiz builder to create interim math assessments.</p>	55.00	15.00	50.00	60.00	70.00
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% of Students Meeting/Exceeding National Ave Growth Norms

<p>Based on a review of our data we had a decline in the percent of students meeting/exceeding national average growth norms. To increase the number of students meeting/exceeding teachers will attend all Network and District Teacher Leader Institutes, Framework for teaching PD's & PLC's focusing on Guided Reading, MARS Tasks & Math Talks. Coaching & feedback will continue from both the ISL's & Administration. Lastly, during teacher team meetings teachers will share best practices, review data, and plan lessons and assessments.</p>	52.50	43.90	50.00	55.00	60.00
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African-American Growth Percentile - Reading

<p>Based on a review of our data we had a major decline in our reading growth percentile. To increase student growth performance with literacy we will do the following: 1.)Provide PD to teachers with an emphasis on implementing lessons designed to increase comprehension, fluency and word knowledge while following the Network 5 pacing guides. 2.)Use NWEA & TRC data to develop an understanding of student's instructional needs. 3.)Provide extended day and/or Saturday School Programs. 4.)Increase the amount of non fiction level reading material to enhance student capacity. 5.) Utilize STRIDE Academy for additional practice at each students Reading level. 6.) Utilize the built in STRIDE quiz builder to create interim assessment that will help target instructional needs.</p>	82.00	11.00	60.00	65.00	70.00
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Hispanic Growth Percentile - Reading

N/A	(Blank)	(Blank)	0.00	0.00	0.00
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English Learner Growth Percentile - Reading

N/A	(Blank)	(Blank)	0.00	0.00	0.00
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Diverse Learner Growth Percentile - Reading

To increase our schoolwide DL reading attainment we will build in more collaboration between the DL & Gen Ed teacher (incorporate team teaching). We will continue to monitor the reading block closely to make sure when students are with their DL groups that they mirror the Gen Ed classroom. Continue to make sure students are using accountable talks during instruction & are provided with multiple opportunities for one on one modified instruction to meet the needs of their IEP. Continue implementing Stride for additional reading support.	99.00	71.00	73.00	76.00	80.00
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African-American Growth Percentile - Math

Based on a review of our math data we had a significant decrease in our math growth. To increase student growth performance in math we will do the following: 1.)Build teacher capacity around Agency, Authority & Identity as well as Math Talks. 2.)Provide PD on problem solving strategies and small group math instruction in math concepts utilizing scaffolded instruction. 3.)Identify and apply instructional strategies to align with student RIT scores. 4.)Provide extended day(to meet the needs of low achieving math students) and/or Saturday School Programs (enrichment). 5.)Continue to implement BLUESTREAK to provide additional support for math fact fluency. 6.)Utilize STRIDE Academy for additional practice at each students Math level, while using the built in quiz builder to create interim math assessments.	52.00	17.00	50.00	55.00	60.00
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Hispanic Growth Percentile - Math

N/A	(Blank)	(Blank)	0.00	0.00	0.00
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English Learner Growth Percentile - Math

N/A	(Blank)	(Blank)	0.00	0.00	0.00
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Diverse Learner Growth Percentile - Math

To increase our schoolwide DL math attainment we will build in more collaboration between the DL & Gen Ed teacher (incorporate team teaching). We will continue to monitor the math block closely to make sure when students are with their DL groups that they mirror the Gen Ed classroom. Continue to make sure students are using math talks during instruction & are provided with multiple opportunities for one on one modified instruction to meet the needs of their IEP. Continue technology use with STRIDE & BLUESTREAK.	99.00	52.00	55.00	60.00	65.00
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National School Attainment Percentile - Reading (Grades 3-8)

Based on our NWEA data we had a decline in our reading attainment percentile for grades 3 thru 8. To increase our schoolwide reading attainment we monitored the reading block closely to make sure teachers were teaching to the standards and following the Network 5 pacing guide. We made sure students were using accountable talks during instruction.(High Quality Tier 1 Instruction) Balance literacy was implemented with a greater understanding & teachers exposed students to complex texts from multiple genres. Small groups were developed based on data (HEAT MAP GROUPS) & centers were differentiated during Reading block & College Readiness Block. (STRIDE is a mandatory part of center time)	54.00	29.00	35.00	40.00	47.00
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National School Attainment Percentile - Math (Grades 3-8)

Based on our NWEA data we had a decline in our math attainment percentile for grades 3 thru 8. To increase our schoolwide math attainment we monitored the math block closely to make sure teachers were teaching to the standards and following the Network 5 pacing guide. Teachers are required to have a math bellringer ready for students daily. Small groups were developed based on data (HEAT MAP GROUPS) & centers were differentiated during each teacher's College Readiness Block. (STRIDE & BLUESTREAK is a mandatory part of center time)	33.00	25.00	30.00	35.00	40.00
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National School Attainment Percentile - Reading (Grade 2)

Based on the NWEA data for second grade reading attainment we had a significant decrease. To increase second grade reading attainment we have implemented the following: Second grade scholars program open to all second grades (students received an extra dose of reading instruction using Measuring Up materials) Balanced literacy program was implemented with a greater understanding. We saw more evidence of student accountableTalks. Network 5 pacing guide implemented with fidelity. Stride Academy was a mandatory part of center & lab time. College readiness block is utilized to differentiate during the Heat Map small group instruction. We had our Intervention Teacher pull the lowest performing second graders and give them customized instructions based on DIBELS & TRC data results.

30.00 2.00 20.00 25.00 30.00

National School Attainment Percentile - Math (Grade 2)

Based on the NWEA data for second grade math attainment we had a significant decrease. To increase second grade math attainment we have implemented the following: Second grade scholars program open to all second grades (students received an extra dose of math instruction using Measuring Up materials) We had our Intervention Teacher pull the lowest performing second graders and give them customized instructions based on mclass math data results. Math talks & Math Bell Ringers are a part of DAILY instruction. Network 5 pacing guide implemented with fidelity. STRIDE ACADEMY & BLUE STREAK (Math fact fluency) Programs were a mandatory part of center & lab time. College readiness block is utilized to differentiate during the Heat Map small group instruction.

22.00 2.00 20.00 25.00 30.00

% of Students Making Sufficient Annual Progress on ACCESS

N/A

(Blank) (Blank) 0.00 0.00 0.00

Average Daily Attendance Rate

to increase attendance by 1.3 percentage points & lower the tardy rate by decreasing tardies by 50%. Make sure attendance is taken daily with fidelity & submitted by 9:30am. Continue with our new system of checks and balances to ensure attendance is taken accurately. Develop interventions & strategies for chronic truancy & students trending with an attendance rate less than 85%.

94.80 92.70 94.00 95.00 96.00

My Voice, My School 5 Essentials Survey

to meet with staff to discuss areas that were scored less than organized & develop a plan of action. Review teachers feedback and provide opportunities for them to be proactively engaged in all aspects of the decision-making process. Ensure all staff and students complete the survey.

(Blank) (Blank) (Blank) (Blank) (Blank)

Custom metrics

0 of 0 complete

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

Strategy 1

If we do...

...then we see...

...which leads to...

If we select high quality teacher leaders as ILT Representatives and provide them with Professional Development to outline roles and expectations of the Instructional Leadership Team in consistently examining school wide data, while implementing a data review protocol to monitor ILT impact on student data metrics

a consistent practice of incorporating cycles of learning and problem solving in teacher teams with a strategic school wide focus to review specific data metrics consistently that impact student learning

a common school wide practice of data review and problem solving through engaging in root cause analysis when examining school wide data metrics that impact SQRP.

Tags:

Area(s) of focus:

Instructional leadership team

1

Action step	Responsible	Timeframe	Status
Identify Teacher Leaders to serve on the Instructional Leadership Team.	Administrators	Jun 4, 2018 to Jun 15, 2018	Not started

Common language, Professional development

Provide teachers with professional development on shared leadership for improving teaching and learning using the ILT Model.	Administrators	Aug 27, 2018 to Aug 27, 2018	Not started
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Calendar, Agenda

Create a calendar for team meetings to engage in consistent data cycle reviews.	ILT Team	Aug 27, 2018 to Aug 27, 2018	Not started
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Collaborative review, Academic targets

Prioritize areas of focus for bi-monthly data review using SQRP metrics.	ILT Team	Aug 28, 2018 to Aug 28, 2018	On-Track
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MTSS, Data review protocol, Analysis of data

Implement a school wide data analysis protocol (facts, interpretation, implications and root causes, action and follow up).	ILT Team	Aug 28, 2018 to Aug 28, 2018	Not started
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Multi-tiered support systems, Monitoring tools

Examine the effectiveness of the Instructional Leadership Team each Quarter using the ILT Effectiveness Rubric.	ILT Team	Nov 9, 2018 to Nov 9, 2018	Not started
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Instructional leadership team, Monitoring, Reflective practice, Instruction, assessment, data use,

Strategy 2

If we do...

...then we see...

...which leads to...

Engage teachers in on-going researched based professional development that addresses the needs of our students based on school wide data, aligned with SQRP goals and identified priority areas of focus, while consistently monitoring the implementation of instructional practices in the classroom

a transfer of data driven, differentiated instructional practices into the classrooms and teachers incorporating formal and informal feedback given by administrators

an increase in teacher capacity, a decrease in the use of worksheets, an increase in rigorous tasks, and an increase in student achievement on formal assessments, thus increasing SQRP metrics of growth and attainment.

Tags:
Professional Learning

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status
Use SQRP data metrics to identify priority areas of focus for School Wide Professional Development .	Administration/ILT Team	select	On-Track

Leadership and collective responsibility, Sqrp, Inquiry based learning

Use school wide data metrics to develop a Professional Development Plan and Calendar for the school year.	Administration	Aug 3, 2018 to Aug 3, 2018	Not started
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Leadership, Data cycle calendar, Instructional planning

Review student EOY assessment and attendance data with individual classroom teachers to outline strategic goals and action plans for the school year.	Administration/Classroom Teachers	Aug 6, 2018 to Aug 24, 2018	Not started
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Core Instruction, Goalsetting, Curriculum map, Data analysis, Common core alignment, Data conversations, Attendance data

Develop a schedule to monitor the implementation of professional learning in the classroom.	Administration	Aug 10, 2018 to Aug 17, 2018	Behind
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Monitoring

Use Network and school created monitoring tools to observe and monitor teacher instructional practices in the core subject areas of Literacy and Math and give immediate feedback to teachers.	Administration	Sep 4, 2018 to Jun 14, 2019	Not started
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Monitoring tools

Provide a common intervention block (College Readiness Block) by Grade bands where teachers use professional learning to target specific skills based on NWEA data to differentiate instruction for students.	Administration	Sep 4, 2018 to Jun 14, 2019	Not started
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MTSS, Data analysis, Instructional focus, College readiness

Provide opportunities for teachers to share professional learning and practice with colleagues through the use of common planning time.	Administration	Sep 4, 2018 to Jun 14, 2019	Not started
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Common planning time, Culture for learning, Modeling, Collaboration time

Evaluate the impact of Professional Learning by consistently examining student work products, and attendance patterns bi-monthly teacher led meetings during common planning time	Administration/Teacher Teams	Sep 4, 2018 to Jun 14, 2019	Not started
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Data analysis, Collaborative teachers

Evaluate the impact of Professional Learning by examining student five week on-track data.	Administration/ILT	select	Behind
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Instructional leadership team, Collaborative review, Instruction, assessment, data use,

Strategy 3

If we do...

Provide ongoing Professional Development to teachers on Multi-tiered Systems of Support for students (attendance, behavioral, academic, Health & Wellness) in order to develop teacher knowledge and capacity, monitor implementation of professional learning in the classroom, and establish a MTSS Problem-Solving Protocol...

...then we see...

a common vision and expectation for MTSS implementation through quality core instruction, incorporation of Social Emotional Learning as well as Health and Wellness goals, and differentiated instruction in the classrooms.....

...which leads to...

Student growth and attainment on SQRP Metrics of Attendance, 5-essential Survey results and growth and attainment.

Tags:

Multi tiered systems of support

Area(s) of focus:

3

Action step

Provide Professional Development on Multi-Tiered Systems of Support.

Responsible

Counselor

Timeframe

select

Status

Not started

Professional development

Provide all students with high quality core instruction, use of the School Wide SEL Curriculum (Second Step), incorporation of Health and Wellness goals, the use of data based differentiate instruction and learning tasks to support students in the classroom.	Teachers/Administration	Sep 4, 2018 to Jun 14, 2019	Not started
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Core Instruction, Differentiated instruction

Create a calendar of MTSS Team Meetings dates.	MTSS Team	Aug 30, 2018 to Aug 30, 2018	Not started
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Leadership, Mtss team

Implement a MTSS Problem Solving Protocol to examine teacher referrals to the MTSS Team.	MTSS Team	Aug 30, 2018 to Aug 30, 2018	Not started
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Collaboration, Protocols

Develop a school wide instructional flow chart/process that all teachers must use to outline interventions used in the classroom before referring a student to the MTSS Team.	MTSS Team /Administration	Aug 31, 2018 to Aug 31, 2018	Not started
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Core Instruction, Differentiated instruction, Academic supports, Grades, Behavior mtss, Behavioral expectations, Attendance data

Develop a school wide menu of Tiered supports available for classroom teachers and provide technical support to teachers where needed.	MTSS Team/Social Worker/Psychologist	Jul 27, 2018 to Jul 27, 2018	Not started
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Attendance interventions, Academic interventions, Behavior modification behavior supports

Monitor/revise implementation of MTSS supports every five weeks.	MTSS Team	Oct 5, 2018 to Jun 14, 2019	Not started
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Data-driven calendar, Data review protocol

Establish a school Attendance Committee to examine root causes for chronic absenteeism and incorporate a variety of school wide incentives(daily, weekly, monthly) to encourage students to come to school everyday and on time.	Administration/Teachers	Aug 29, 2018 to Jun 14, 2019	Not started
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Calendar, Root cause analysis, Incentives, Attendance, Attendance team

Establish a Health and Wellness Team to incorporate Health and Wellness goals of improving physical activity, increasing access to healthy food and school based health services to improve student attendance.	Administration/Teacher	Aug 29, 2018 to Jun 14, 2019	Not started
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MTSS, Behavioral health team, Health education, Health services, Attendance team

Strategy 4

If we do...

...then we see...

...which leads to...

If we provide Professional Development to teachers on Rigorous Instruction and convey high expectations for student learning school wide, plan cognitively challenging tasks for students while teaching to the CCSS, monitor instruction and provide feedback to teachers, engage teachers in a consistent practice of examining student work for cognitive demand across all grade levels, providing opportunities	An increase in rigorous learning tasks in classrooms reflected in authentic student work, a decrease in the use of worksheets school wide, learning tasks in the classroom that integrate multiple standards, an increase in comprehension of academic language throughout the school and the use of higher ordered questioning, and multiple opportunities for student revisions of work assignments.....	Increased ownership for student learning between teachers and students, where students are engaged in complex learning tasks that will prepare them for college and career readiness.
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for students to revise their work....

Tags:
Core Instruction, High quality instruction/professional development, Rigorous student tasks

Area(s) of focus:

Action step	Responsible	Timeframe	Status
Implement a Balanced Literacy and Math Schedule for all grades.	Administration/Teachers	select	Not started

Balanced literacy, Balanced math

Align Lesson Plans and Unit Plans to Literacy and Math Pacing Guides.	Teachers	Sep 4, 2018 to Jun 21, 2019	Not started
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Unit planning, Lesson plan guideline

Integrated complex learning tasks aligned to CCSS that challenge student thinking and provide multiple opportunities for students to demonstrate their learning.	Teachers	Sep 4, 2018 to Jun 21, 2019	Not started
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Learning centers, Agency, authority and identity, Academic mindsets, Ccss alignment

Provide opportunities for students to revise their work.	Teachers	Sep 4, 2018 to Jun 21, 2019	Not started
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Growth mindset, Gradebook monitoring, High expectations, Revision, Essential understandings

Implement a common planning time schedule for teachers to review student work for student performance and cognitive demand.	Administration	Aug 31, 2018 to Jun 21, 2019	Not started
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Collective responsibility, Collaborative review, College and career readiness

Offer extended learning opportunities for students to engage in rigorous math content.	Administration/Teachers	Jan 14, 2019 to May 31, 2019	Not started
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Algebra, College and career readiness

Implement a monitoring and coaching cycle to give teachers ongoing feedback on instruction.	Administration	Aug 31, 2018 to Jun 21, 2019	Not started
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Academic acheivement, Gomath, Stride academy

Action Plan

Strategy 1

NOT STARTED Identify Teacher Leaders to serve on the Instructional Leadership Team."
Jun 04, 2018 to Jun 15, 2018 - Administrators

Status history



NOT STARTED May 03, 2018
Evidence

NOT STARTED Provide teachers with professional development on shared leadership for improving teaching and learning using the ILT Model."

Aug 27, 2018 to Aug 27, 2018 - Administrators

Status history



NOT STARTED May 03, 2018
Evidence

NOT STARTED Create a calendar for team meetings to engage in consistent data cycle reviews."

Aug 27, 2018 to Aug 27, 2018 - ILT Team

Status history



NOT STARTED May 03, 2018
Evidence

ON-TRACK Prioritize areas of focus for bi-monthly data review using SQRP metrics."

Aug 28, 2018 to Aug 28, 2018 - ILT Team

Status history



ON-TRACK May 03, 2018
Evidence

NOT STARTED Implement a school wide data analysis protocol (facts, interpretation, implications and root causes, action and follow up)."

Aug 28, 2018 to Aug 28, 2018 - ILT Team

Status history



NOT STARTED May 03, 2018
Evidence

NOT STARTED Examine the effectiveness of the Instructional Leadership Team each Quarter using the ILT Effectiveness Rubric."

Nov 09, 2018 to Nov 09, 2018 - ILT Team

Status history



NOT STARTED May 03, 2018
Evidence

Strategy 2

ON-TRACK Use SQRP data metrics to identify priority areas of focus for School Wide Professional Development ."

- Administration/ILT Team

Status history



May 3

ON-TRACK

May 03, 2018
Evidence

NOT STARTED

Use school wide data metrics to develop a Professional Development Plan and Calendar for the school year."

Aug 03, 2018 to Aug 03, 2018 - Administration

Status history



NOT STARTED

May 03, 2018
Evidence

NOT STARTED

Review student EOY assessment and attendance data with individual classroom teachers to outline strategic goals and action plans for the school year."

Aug 06, 2018 to Aug 24, 2018 - Administration/Class room Teachers

Status history



NOT STARTED

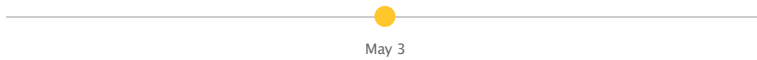
May 03, 2018
Evidence

BEHIND

Develop a schedule to monitor the implementation of professional learning in the classroom."

Aug 10, 2018 to Aug 17, 2018 - Administration

Status history



BEHIND

May 03, 2018
Problem
Root Cause
Next steps

NOT STARTED

Use Network and school created monitoring tools to observe and monitor teacher instructional practices in the core subject areas of Literacy and Math and give immediate feedback to teachers."

Sep 04, 2018 to Jun 14, 2019 - Administration

Status history



NOT STARTED

May 03, 2018
Evidence

NOT STARTED

Provide a common intervention block (College Readiness Block) by Grade bands where teachers use professional learning to target specific skills based on NWEA data to differentiate instruction for students."

Sep 04, 2018 to Jun 14, 2019 - Administration

Status history



NOT STARTED May 03, 2018
Evidence

NOT STARTED

Provide opportunities for teachers to share professional learning and practice with colleagues through the use of common planning time."

Sep 04, 2018 to Jun 14, 2019 - Administration

Status history



NOT STARTED May 03, 2018
Evidence

NOT STARTED

Evaluate the impact of Professional Learning by consistently examining student work products, and attendance patterns bi-monthly teacher led meetings during common planning time"

Sep 04, 2018 to Jun 14, 2019 - Administration/Teacher Teams

Status history



NOT STARTED May 03, 2018
Evidence

BEHIND

Evaluate the impact of Professional Learning by examining student five week on-track data."

- Administration/ILT

Status history



BEHIND

May 03, 2018
Problem
Root Cause
Next steps

Strategy 3

NOT STARTED Provide Professional Development on Multi-Tiered Systems of Support."

- Counselor

Status history



NOT STARTED May 03, 2018
Evidence

NOT STARTED

Provide all students with high quality core instruction, use of the School Wide SEL Curriculum (Second Step), incorporation of Health and Wellness goals, the use of data based differentiate instruction and learning tasks to support students in the classroom."

Sep 04, 2018 to Jun 14, 2019 - Teachers/Administration

Status history



NOT STARTED May 03, 2018 Evidence

NOT STARTED Create a calendar of MTSS Team Meetings dates." Aug 30, 2018 to Aug 30, 2018 - MTSS Team

Status history



NOT STARTED May 03, 2018 Evidence

NOT STARTED Implement a MTSS Problem Solving Protocol to examine teacher referrals to the MTSS Team." Aug 30, 2018 to Aug 30, 2018 - MTSS Team

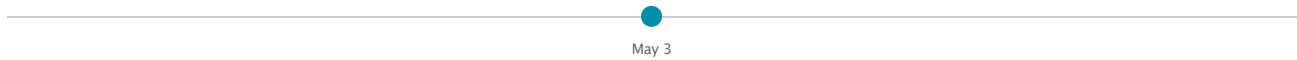
Status history



NOT STARTED May 03, 2018 Evidence

NOT STARTED Develop a school wide instructional flow chart/process that all teachers must use to outline interventions used in the classroom before referring a student to the MTSS Team." Aug 31, 2018 to Aug 31, 2018 - MTSS Team /Administration

Status history



NOT STARTED May 03, 2018 Evidence

NOT STARTED Develop a school wide menu of Tiered supports available for classroom teachers and provide technical support to teachers where needed." Jul 27, 2018 to Jul 27, 2018 - MTSS Team/Social Worker/Psychologist

Status history



NOT STARTED May 03, 2018 Evidence

NOT STARTED Monitor/revise implementation of MTSS supports every five weeks." Oct 05, 2018 to Jun 14, 2019 - MTSS Team

Status history



NOT STARTED May 03, 2018 Evidence

NOT STARTED

Establish a school Attendance Committee to examine root causes for chronic absenteeism and incorporate a variety of school wide incentives(daily, weekly, monthly) to encourage students to come to school everyday and on time."

Aug 29, 2018 to Jun 14, 2019 - Administration/Teachers

Status history



May 3

NOT STARTED May 03, 2018
Evidence

NOT STARTED

Establish a Health and Wellness Team to incorporate Health and Wellness goals of improving physical activity, increasing access to healthy food and school based health services to improve student attendance."

Aug 29, 2018 to Jun 14, 2019 - Administration/Teacher

Status history



May 3

NOT STARTED May 03, 2018
Evidence

Strategy 4

NOT STARTED Implement a Balanced Literacy and Math Schedule for all grades."
- Administration/Teachers

Status history



May 3

NOT STARTED May 03, 2018
Evidence

NOT STARTED Align Lesson Plans and Unit Plans to Literacy and Math Pacing Guides."
Sep 04, 2018 to Jun 21, 2019 - Teachers

Status history



May 3

NOT STARTED May 03, 2018
Evidence

NOT STARTED

Integrated complex learning tasks aligned to CCSS that challenge student thinking and provide multiple opportunities for students to demonstrate their learning."

Sep 04, 2018 to Jun 21, 2019 - Teachers

Status history



May 3

NOT STARTED May 03, 2018
Evidence

NOT STARTED Provide opportunities for students to revise their work."

Sep 04, 2018 to Jun 21, 2019 - Teachers

Status history



NOT STARTED May 03, 2018
Evidence

NOT STARTED Implement a common planning time schedule for teachers to review student work for student performance and cognitive demand."

Aug 31, 2018 to Jun 21, 2019 - Administration

Status history



NOT STARTED May 03, 2018
Evidence

NOT STARTED Offer extended learning opportunities for students to engage in rigorous math content."

Jan 14, 2019 to May 31, 2019 - Administration/Teachers

Status history



NOT STARTED May 03, 2018
Evidence

NOT STARTED Implement a monitoring and coaching cycle to give teachers ongoing feedback on instruction."

Aug 31, 2018 to Jun 21, 2019 - Administration

Status history



NOT STARTED May 03, 2018
Evidence

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

ESSA Program

ESSA Schoolwide Program

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

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

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

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy

Complete

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

All parents are invited and encouraged to participate in the CIWP process, and review the ESSA and Title 1 parental and family engagement plan and policy. Parents are invited to attend monthly LSC, PAC, and NCLB meetings to have input on school wide policies. Written notices are sent home with all students and information is placed on the Parent Board and updated monthly to inform parents about ALL meetings being held in the school environment.

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

The school will conduct an annual meeting with parents during the first month of school at a convenient time to inform them of school wide opportunities for parent involvement as well as participation in NCLB and Title 1 Programs their children participate in. We will review all Title 1 requirements and parent's right to participate in these programs, as well as, invite parents to monthly Parent Advisory Council meetings. The projected date of the Title 1 Annual meeting will be Wednesday September 19, 2018. The projected date of the PAC Organizational Meeting will be Wednesday, Oct. 10, 2018.

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

The school will respond to any parent suggestions by providing a parent evaluation/feedback form for all parent meetings. These forms will be collected and given to school administration to review and contact parents promptly about any concerns or suggestions they have in the education process for their children at Cather School.

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

The Principal will conduct a State of the school Address to inform all parents of school wide performance on State Assessments. In addition, parents will receive information about their individual child's progress from classroom teachers at the beginning, middle, and end of the year.

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 1 Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

Parents will be notified in writing by the school Principal of the status of their child's teacher as defined by the Title 1 Final Requirements for Educators to all students who are taught at least four weeks by teachers who are deemed "Not Highly Qualified".

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.

The school will offer a range of learning opportunities to assist parents in understanding academic content standards such as: Monthly instructional based workshops (PAC), parent orientation assembly, literacy and math nights, and various other activities.

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.

Workshops will be held each quarter to assist parents to learn literacy strategies. Technology classes will be offered to enable parents to better assist their children at home with the academic requirements of the school. Teachers will be available to support parents through planned parent conferences and give specific feedback to parents as to how to support their child.

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.

Cather will provide staff with Professional Development on the value of parent support in the school community and the role of parents as equal partners in the education of their children. We will collectively plan parent involvement opportunities throughout the school year, communicate them in monthly school newsletters, and post these opportunities on the parent information board. Teachers will make frequent contact with parents and record all parent contact in a parent contact log filed in the main office.

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.

Cather's Preschool Program Staff collaborates and plans school wide activities with Primary Team Members in order to provide coherence and facilitate a smooth transition from Preschool to Kindergarten.

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 written forms of communication will be sent home in English. Every attempt will be made to send home written communication to Spanish speaking parents when possible.

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.)

Cather's vision is that all students will take active roles in obtaining academic success in a nurturing environment where literacy provides the educational foundation and literature/writing is the common thread for all teaching and learning. A strong academic press will challenge students to reach their academic potential and prepare them to take their places as productive citizens in a highly technological, multicultural society. To accomplish this vision, Cather commits to the collaborative involvement of all stakeholders in providing high-quality instruction, ongoing staff development, technology infusion, and safe & nurturing learning environments.

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.

Parent-teacher conferences may be scheduled and agreed upon between the parent and teacher between 7:15am - 7:45am, during the teachers' preparation time (schedules will be sent home), or after school. Conferences will be conducted school-wide on scheduled CPS Report Card Pick-up days of Nov. 14, 2018 and April 10, 2019.

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

Student progress reports will be sent home every five weeks after the beginning of a new quarterly marking period. Report cards will be picked up by parents after the 1st and 3rd marking periods. Report cards will be sent home with the students after the 2nd and 4th marking periods. We will assist parents in signing up for Parent Portal during Open House and on Report Card Pick-up Days where they can check their child's progress regularly.

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

Every attempt will be made to guard student instructional time. Parent-teacher conferences may be scheduled and agreed upon between the parent and teacher between 7:15 am - 7:45 am, during the teachers' preparation time, or after school. In addition, parents may also consult with the teacher by phone/email during non-instructional time.

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

Parents may volunteer to assist teachers during or outside of classes if agreed upon by the principal and approved through the CPS Volunteer Process. Parents may also volunteer to attend field trips, assist with after school social activities, and other school related projects throughout the school year. Parent involvement opportunities will be posted on the Parent Board and listed in the month school newsletter.

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

Parents can monitor their children's homework assignments, attend workshops geared to teach the same strategies that their children are learning, and attend performances and activities held for their children to showcase their work. Parents will receive daily phone calls when students are not in school and staff will communicate the importance of good attendance and how attendance is tied to student learning outcomes in school.

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

All parents are invited and encouraged to participate in the CIWP process, as well as to attend LSC, NCLB, and other meetings to let their voices be heard. Notices are sent out to parents monthly and posted on the Parent Information Board.

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).

All students will learn and recite the Cather School Pledge each morning with encourages students to strive toward excellence in their scholastic performance, school attendance and behavior by coming to school on time, daily and being well prepared. They will be informed of their current progress, and of what is needed to reach achievement goals. They will sign contracts of commitment to take responsibility for their own learning.

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.

Goals: to increase the daily attendance rate and decrease truancy
 to increase parent teacher relationships (more parents volunteering in the school)
 to increase healthy eating habits at home and at school
 to provide parents with a wide variety of resources to assist with their students academic performance (parent portal....)
 to provide opportunities for parent collaboration

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

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 0 .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents	\$ 791 .00

only. Use this account for equipment with a per unit cost of less than \$500.

53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	<table border="1" style="border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">\$</td><td style="width: 100px; text-align: center;">500</td><td style="width: 20px; text-align: center;">.00</td></tr></table>	\$	500	.00
\$	500	.00			

54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	<table border="1" style="border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">\$</td><td style="width: 100px; text-align: center;">400</td><td style="width: 20px; text-align: center;">.00</td></tr></table>	\$	400	.00
\$	400	.00			

54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	<table border="1" style="border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">\$</td><td style="width: 100px; text-align: center;">450</td><td style="width: 20px; text-align: center;">.00</td></tr></table>	\$	450	.00
\$	450	.00			

<p>54205</p>	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	<table border="1" style="border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">\$</td><td style="width: 100px; text-align: center;">450</td><td style="width: 20px; text-align: center;">.00</td></tr></table>	\$	450	.00
\$	450	.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.	<table border="1" style="border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">\$</td><td style="width: 100px; text-align: center;">0</td><td style="width: 20px; text-align: center;">.00</td></tr></table>	\$	0	.00
\$	0	.00			

<p>53510</p>	Postage Must be used for parent and family engagement programs only.	<table border="1" style="border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">\$</td><td style="width: 100px; text-align: center;">54</td><td style="width: 20px; text-align: center;">.00</td></tr></table>	\$	54	.00
\$	54	.00			

53306	Software Must be educational and for parent use only.	<table border="1" style="border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">\$</td><td style="width: 100px; text-align: center;">0</td><td style="width: 20px; text-align: center;">.00</td></tr></table>	\$	0	.00
\$	0	.00			

55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	<table border="1" style="border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">\$</td><td style="width: 100px; text-align: center;">0</td><td style="width: 20px; text-align: center;">.00</td></tr></table>	\$	0	.00
\$	0	.00			