2018-2020 plan summary

Team

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Team meetings

No meetings saved for this plan.

School Excellence Framework

Culture of & Structure for Continuous Improvement 4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1 2 **3** 4

We scored this category a 3 because we met several objectives aligned with leadership and collective responsibility. We still see areas where we can implement growth within our students, staff and the community.

Objectives:
The school's mission and vision will be revisited and revised to develop a shared vision and mission for growth and development of lifelong learners with a core belief that everyone is accountable for our student's education. This shared vision is for all stakeholders to create a cooperative, respectful, nurturing environment that encourages student responsibility. We want every stakeholder to understand the mission and vision and his/her own role in achieving success. Through means such as open houses, parent meetings, LSC meetings, a monthly newsletter, and website monthly updates, we will keep stakeholders updated on the school's progress. At the same time, we will seek feedback on the mission/vision themselves, and obstacles to achieving it through focus groups, stakeholder group surveys, and advisory councils comprised of students and school staff. Banners promoting Ericson's mission and vision are hung in the school, shared on the school's website and promotional brochures.

Partner/mentor teachers across grade levels work as collaborative teams to increase academic and social and emotional growth. Teacher representative are sent to professional developments such as SEL training to tap outside trainers to support implementation of Math Talks, Tru Math and peer work (Visible Learning). Teacher leaders then provide teach back and plan together opportunities.

Parents and students are encouraged to frequently sign into parent portal and students create goals for academics, attendance and social emotional progress to enable staff to not only engage students, but parents in collective responsibility. Before and after school programming is provided to offer additional activities to enhance academic progress and SEL opportunities. Parent workers assist to monitor discipline for the students that are frequently disrupting classroom instruction.

Administrators and teachers model best practices grounded in the CPS framework and seek continuous improvement using data and MTSS.

According to Five Essentials taken in 2017, Ericson is rated as average in Effective Leaders, Collaborative Teachers, Supportive Environment and Involved Families. Ambitious Instruction is identified as more implementation, thus an area for growth.

Guide for Leadership & Collective Responsibility

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

- Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

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

Instructional Leadership Team:

Score

1 2 3 **4**

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.

We scored this category a 4 because the ILT progress meets objectives.
Objectives:
Highly structured, highly functioning team. Meetings are structured, scheduled bi-weekly and meeting attendance is 90% - 100% at each meeting. The composition of the team is stable (80% of current members have a 5-year longevity), appropriate (size and grade level / subject area representation), team members are self-motivated and share leadership for improving teaching and learning and the culture of the school. A year-long calendar of meetings is revised each school year to focus analysis on NWEA performance data, interim assessment data, attendance, CIWP review, student work, etc.
Analysis and Decision - Action and Monitoring: The team uses a results meeting protocol at each meeting to ask and answer probing questions that identify root cause(s) of areas for development so that meetings are productive and result in insight or action.
Communication: Team members facilitate weekly Teacher Team learning cycles. The team has led the school to Level 1, good standing status.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING
✓ Instructional Leadership Team Planning Tools
✓ PLC and Mentoring Coaching Resources

Professional Learning:

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

Score

1 2 **3** 4

We scored a category 3 because our professional learning progress meets several objectives, yet we acknowledge room for improvement in providing support for new teachers and ensuring staff use new knowledge to improve practices.

Objectives:
Create a formal policy to secure mentors for new and developing teachers. A teacher support program will enhance improve teacher practices and teacher retention. Mentors will help appropriately apply theoretical knowledge as well as connect and develop teaching and classroom management strategies. The mentors and administration will be able to look at new and developing teacher practices and offer recommendations and modifications to improve teacher quality.

Expert and teacher-led professional developments will be offered to provide on-going training and support for reading, math and science instruction. We will seek out opportunities for in house and school visit observations. During professional developments teachers will collaborate with colleagues to receive training and participate in teach-back opportunities. Weekly teacher team meetings will provide professional developments facilitated by administrators and teacher leaders.

Several of the benefits our school and teachers should see are that our teachers become resources for each other. They will assist each other in correcting misconceptions and misinterpretations. Teachers will have the opportunity to teach and reteach each other and tie key concepts together by developing and practicing knowledge gained through professional learning opportunities and receive support from administration, mentors and experts.

We continue:
• Teachers meet weekly for grade level meetings in which team goals are clear and concise.
• Team meetings are used to analyze data, share and develop action plans to garner maximum support for students, set goals and improve instruction.
• Teachers are allowed to develop and try new strategies through collaboration and co-teaching.
• Student work is analyzed to identify trends and recommendations are given on how modifications can be used to improve rigor and quality.
• We use data to guide instruction. The Assessment Analysis Framework supports tracking students and developing interventions and support.
• Administration provides feedback for teachers needing more support and assist in finding/enhancing techniques to improve student performance.

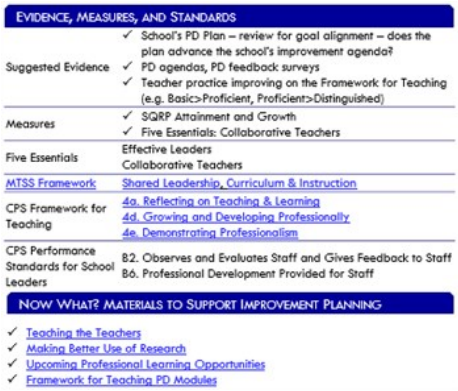
Our next steps will be to use data to identify performance and practice gaps to inform PL plans. Schedule- 4 PDs throughout the year for GRR training - one day a quarter-4th week, 14th week, 24th week and 34th week. Training will be based on our data and be targeted to our professional learners with training that can be taken back to classrooms. Provide interactive, informative data-based training. Structure peer observations and coaching to gain new knowledge and support. Foster student ownership, develop inquiry/research/problem based team activities where process and evidence is presented, create self-assessments, use visible learning techniques to enhance teachers roles as they become evaluators of their own teaching. Build impactful relationships that foster trust between teacher, students and parents. Collaborate with peers. Engage in more dialogue and less monologue with students.

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
  - Use data to identify performance and practice gaps to inform PL plan.
  - Use research about best practices to identify potential learning and subject matter experts to support.
  - Solicit feedback from staff to inform selection of PL opportunities.
  - Provide PL relevant to the cultural and linguistic needs of students.
  - Provide both whole staff and differentiated PL to individual teacher levels.

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

Evidence, Measures, and Standards



EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING
✓ Teaching the Teachers
✓ Making Better Use of Research
✓ Upcoming Professional Learning Opportunities
✓ Framework for Teaching PD Modules

Aligned Resources:

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

Score

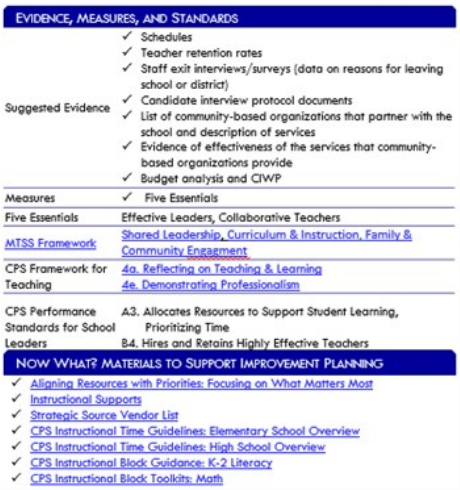
1 2 3 **4**

We scored this category a 4 because we continue to meet the following objectives aligned to the Next-Generation action plan.
Objectives:
Create a school funding process that is equitable and provides maximum flexibility for the principal to meet student needs. Enrollment levels are maintained, not by happenstance but through annual promotion and recruitment efforts that meet or exceed annual enrollment projections; ensuring budget allocations of resources are aligned to school priorities. This has allowed for 1:25 average class size ratio and resources at the student level that includes text, workbooks and supplemental resources for the core curriculum; LLI and math intervention curricula materials; 1-to-1 technology and yearly subscriptions to adaptive and differentiated digital curriculum.
Create schedules that support core instruction and are individualized. A 120-minute uninterrupted literacy block is scheduled for K-5 with an additional 30-45 minutes for NWEA aligned ELA intervention/enrichment and a 90-minute uninterrupted math block is scheduled for K-5 which includes an additional 30-minutes for NWEA aligned math intervention/enrichment. A 150-minute uninterrupted block is scheduled for 6th grade which includes 45 minutes for reading and math intervention/enrichment. 75-minute periods are scheduled for 7-8 grade core instruction in ELA and math. ELA and social science instruction is integrated across both subject areas to support horizontal alignment of standards and 20-30 minutes of intervention/enrichment. Math intervention/enrichment is embedded in the 7-8 science class. For students that need additional catch-up time in math, a math resource class is scheduled and extended day learning in math and reading instruction scheduled October - May. Digital math and reading curriculum are differentiated and scheduled by classroom teachers and in the technology labs.
Community partnerships. We continue to leverage community partners to provide additional resources and opportunities for students - RUSH University Medical School apprenticeships, Malcolm X Trio Program, DePaul, UIC and National Louis University preservice teachers, TAPROOTS, DePaul University's multi-layered community partnership, Ray of Hope and UIC 360-Nation male mentoring.
Recruit and retain talented teachers and staff. A 95% retention rate and utilization of CPS' application process and school-based selection tactics - network/teacher recommendations, phone screening, group interviews, behavioral interviews, and model lesson supports recruitment of talented teachers.
We will continue to "grow our own" talents through preservice teaching partnerships and build on the great expertise and potential within Ericson (those very good teachers that students gain 1.5 years worth of learning) to teach their colleagues and identify future very good teachers. At the same time, we are raising the bar for what it means to be a part of the Ericson team. We will set higher standards for teacher applicants - measuring past performance, We will continue to leverage community partnerships to provide cultural enrichment opportunities for students.

Guide for Aligned Resources

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

Evidence, Measures, and Standards



EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district) ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagment
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING
✓ Aligning Resources with Priorities: Focusing on What Matters Most
✓ Instructional Supports
✓ Strategic Source Vendor List
✓ CPS Instructional Time Guidelines: Elementary School Overview
✓ CPS Instructional Time Guidelines: High School Overview
✓ CPS Instructional Block Guidance: K-2 Literacy
✓ CPS Instructional Block Toolkits: Math

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Score

1 2 3 **4**

We scored this category a 4 because we've met the following objectives aligned to the Next-Generation action plan:
Objectives:
Implement the Common Core Standards in all grades K-8. A rigorous, Common Core aligned curriculum, instruction and assessment is provided through implementation of the thematically structured modules in EngageNY ELA - CKLA (PreK-3) and Expeditionary Learning (4-8), EngageNY Math - Great Minds/Eureka Math (PreK-6) and Go Math (7-8), CPS Curriculum Frameworks for social science (7-8) and Pearson Interactive Science (4-8); and the Creative Curriculum to meet preschool standards. Network instructional units, aligned to support PARCC expectations, are implemented for 3-8 in Context Clues, Vocabulary; Characterization, Main Idea, and Summarizing. Supplemental curricula to meet students' needs include Area Sight Work Development and Michael Heggerty (phonemic awareness for K-2), Fountas and Pinnell-Leveled Literacy Intervention (LLI) for K-8 and Oxford Sadler Vocabulary curriculum. Selected curricula meets CPS Curriculum Framework expectations for the kind of engaging and complex instruction all students should experience in literacy, mathematics, social science and science at every school.
Aligning Curriculum. Implementation of the curricula described above tightly links standards, curriculum, instruction, sequencing and pacing guides and assessment. And they do this across, as well as within, all grades and subjects; resulting in clearer and vertical/horizontal expectations for student learning. Unit planning for SY2018
Clarity of Expectations: Teachers understand the school's benchmark expectations of 70% NWEA growth in reading and math, and moving students 10 percentile points in attainment. Teachers completed a full year of training and implementation in ELA curricula and 2-years in math curricula. EOY unit planning set higher reading-level expectations (e.g., expect kindergartners to meet the equivalent of Fountas-Pinnell level C or D by end of year, higher than B level norm). Higher grade level expectations for math - each grade level will accomplish 50% of the standards for the subsequent grade level.
To support student growth and attainment, teachers need ongoing training and support using daily analytics and assessment data to determine where students need extra support. Interim assessments must effectively measure student growth towards year-end goals. Fifth grade math teachers co-plan, co-teach, coach and mentor 4th grade math teacher. 7th-8th math teacher will continue to receive
training and ongoing support with year 2 implementation of Go-Math 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	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING
✓ CPS Content Frameworks: Math, Science, Social Science, and Literacy
✓ CPS Literacy Scope and Sequence
✓ CPS Math Scope and Sequence Guidance
✓ Digital Citizenship Curriculum
✓ K-12 Financial Literacy Guide
✓ Personal Finance 3.0 Course
✓ Physical Education Scope & Sequence
✓ Health Education Scope & Sequence
✓ Interdisciplinary African & African American Studies Curriculum
✓ Interdisciplinary Latino and Latin American Studies Curriculum

Instructional Materials:

Score

1 2 3 **4**

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)

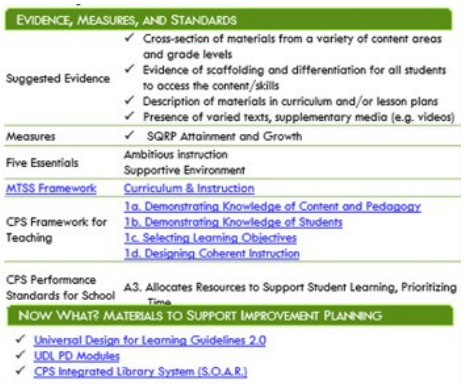
We scored this category a 4 because we've met the following objectives:
Objectives:
Technology-enabled instruction. 50% of 3-8 classrooms have access to Smartboards to accommodate students' different learning styles and to expand the range of media content that can be used for teaching or presenting new information. Whiteboards, LCD projectors and document viewers are used in every K-8 classroom with access to Smartboard software to replicate most Smartboard features. One-to-one Chromebook and iPad use helps facilitate the transition from occasional, supplemental use of computers for instruction to more frequent, integral use of technology across each subject area.
Scaffolding and differentiation. Every student has access to digital curriculum (at school and at home) that is adaptive, provides just-in-time supports and personalized for every student. Teachers are trained in Gradual Release of Responsibility (GRR) to scaffold student learning from novice to expert. Every lesson plan documents daily GRR application.
College-ready reading. We push for deeper reading of the text (CCSS expectation). Since adding college ready rigor to reading can be challenging we maximize the strategy for choosing text with grade-level vocabulary but complex meaning allowing the teacher to assess for more critical reading. Materials include books and novel sets, basal anthologies, subscriptions to
The use of manipulatives. Math manipulatives are embedded in the curriculum to help students learn concepts in a developmentally appropriate, hands-on and experiential way. Calculators are used to speed up students' getting to the correct answer after they have mastered deep understandings of mathematical concepts.
To continue to impact student learning, teacher training has increased student use of classroom technology to demonstrate student learning via alternative and personalized pathways, and to develop 21st century skills for creating digital content.

Guide for Instructional Materials

Instructional materials (including technology) are…..

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

Evidence, Measures, and Standards



EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School	A3. Allocates Resources to Support Student Learning, Prioritizing Time

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING
✓ Universal Design for Learning Guidelines 2.0
✓ UDL PD Modules
✓ CPS Integrated Library System (S.O.A.R.)

Rigorous Student Tasks:

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

Score

1 2 3 **4**

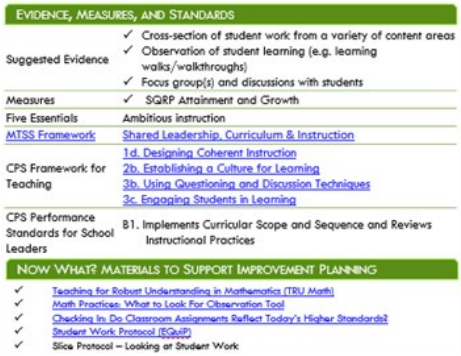
We scored this category a 4 because we're meeting the following objectives:
Objectives:
Increasing rigor throughout the lesson. Teachers are continuing to learn to use data-driven classroom best practices which are observable and measurable in daily learning walks and scheduled walk-throughs.
- Measurable objectives that are rewritten and tightened with assessment in mind,
- Interim test questions are looked at beforehand to be sure skills assessed are worked into daily lesson
- Use verbs from Bloom's Taxonomy to ensure rigor
- Do Now (5 or 10 minute individual exercise to start class); used as a re-teach tool; questions that students struggled to master on last interim assessment and exit tickets
- Spiral objectives, skills and questions from previous learning for retention and mastery
- Format test questions to look like NWEA /PARCC test questions
- Monitor student answers during Do Now and note kids with wrong answers for follow up with them during oral review
- Revisit yesterday's objectives in the Do Now
- Question to check for understanding and increase engagement
- Whole class responses to student answer to engage 100% participation
- Use cold calling
- Questions scripted in advance of the lesson to make sure appropriate scaffolding
- Student Error: Techniques for Helping Students Encounter the Right Answer
- Use No Opt Out and Right is Right strategies
- Use whiteboards, Padlet, Kahoot – every student writes down responses
- Think Ratio: Techniques to Reduce Teacher Talk and Push Student Thinking
- Require students to support answers with evidence from the text
- Feign ignorance letting students find the error rather than correction by teacher
- Ask students "put it in your own words"
- Use Wait Time to give more students the chance to think through the answer
- Model "Right is Right": press to get 100 percent correct answer
- Differentiate instruction – teach students at different levels
- Create leveled questions for assessments
- Include a bonus section of challenging questions
- Group students according to the skills they need to develop
- Use data (tracking sheets, interim assessments, exit tickets, Learning Continuum) to determine the degree of scaffolding and extra support each student needs
- Prepare different Do Nows, worksheets, homework, etc., for students at different levels
- Peer-to-peer support strategies
- Enlist strong students to help weaker students determine right answer during review of assignment
- Trained peer tutors
- Think, pair, share
- Turn and talk
- Peer editing and revising
- Student self-evaluation
-,Going over tests after grading them
- Students grade their papers based on rubric
- Students given independent practice sheets with answers on back so they can self assess completed work
- Exit tickets are tracked daily; used to determine whole or small group reteach
To support student growth staff was introduced to rigorous workstations via the Network 5 professional development and will be implementing workstations in classrooms. Checklist rubric (rigor items listed above) will be used in daily learning walks / walkthroughs.

Guide for Rigorous Student Tasks

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

- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards



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

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

Transitions, College & Career Access & Persistence:

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

Score

1 2 3 **4**

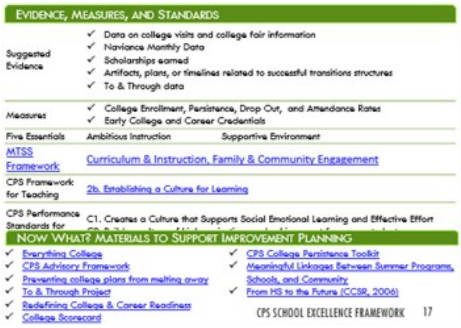
We've scored this category a 4 because we focus on every Ericson graduate enrolling in a selective enrollment high-school and we've created pathways to success built on a vision of college and post-secondary preparation.
Objectives:
Students envision college/post-secondary education as pathways to success. 2-3 college trips annually to Malcom X, DePaul University, University Illinois Chicago, University of Chicago and Chicago State. Counselor ensure students attend high school fairs and we host high school fairs at the school. Career Week is an annual culminating event before 8th grade graduation. SAT Prep is implemented in the middle school curriculum. Graduating students are encouraged to attend "Shadow Day" at high schools of their choice.
Assess to College-Ready Standards. All teachers are developing an expert level at implementing college and career readiness lessons. College ready rigor for K-8 reading - set higher level EOY reading expectations: set goals with students and evaluate their progress at meeting above grade reading levels. Adding college level rigor to reading by choosing text with grade-level vocabulary but complex meaning allowing the teacher to assess for more critical reading. College ready rigor for K-8 math - set higher grade level expectations as each grade level accomplishes a set 25%-50% of the standards for the subsequent grade level. Beginning in grade 6, students gain membership in the National Junior Honor Society.
Selective enrollment focus. Our focus is on selective enrollment high school attendance upon graduation; students indoctrinated in the CPS selective enrollment process beginning at 4th grade learning to track the three components - GPA, NWEA scores, and high scores on interim assessments (simulation of selective enrollment test requirements).

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	✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	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

- ✓ Everything College
- ✓ CPS Advisory Framework
- ✓ Preventing college plans from melting away
- ✓ To & Through Project
- ✓ Redefining College & Career Readiness
- ✓ College Scorecard
- ✓ CPS College Persistence Toolkit
- ✓ Meaningful Linkages Between Summer Programs, Schools, and Community
- ✓ From HS to the Future (CCSR, 2006)

CPS SCHOOL EXCELLENCE FRAMEWORK 17

Expectations for depth & breadth of Quality Teaching — 3 of 3 complete

Instruction:

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

Score

1 **2** 3 4

We scored a 2 in this category.

Objectives:

Teachers implement high quality, CCSS based reading and math instruction. Teachers use data to create small leveled groups for reading and math. All teachers have a common planning time with their grade level. Administrative team performs informal observations and give feedback to teachers about instruction. Teachers get support from instructional coaches. Teachers also get to do peer observations which allow teachers to observe and learn from each other to improve instruction. Daily Critical thinking questions posted on board and lesson plans.

There is a school-wide focus on scaffolding instruction to ensure all students, including diverse learners, access complex texts and engage in complex tasks. With the inclusion of small group instruction tier two and three students receive targeted supports based on their identified needs.

Teachers use curriculum maps to identify standards and objectives identified in lesson plans. Teachers regularly analyze their curriculum maps and data to assure that the teaching strategies are clear. This allows the teachers to create a balance between teacher-directed concepts and student-generated investigations.

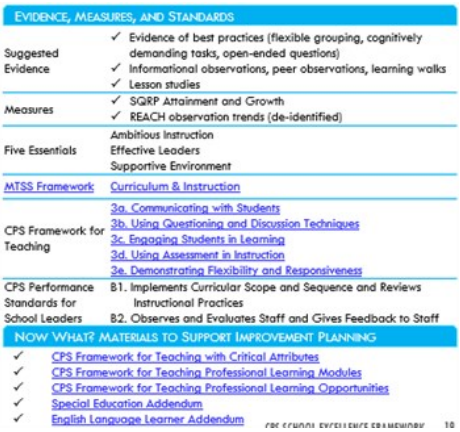
Continue:
• Teachers guide students with clear concise objectives that articulate the lessons relevance.
• Teachers use open ended and high/low level questions to challenge students cognitively and to encourage discourse.
• Teachers progress monitor and check for understanding using various instructional practices and an analysis of data.
• Scaffold instruction to ensure all students including diverse learners access and engage in complex text.
• Assessments are utilized to allow for multiple pathways to demonstrate understanding.
• Effective, impromptu adjustments are encouraged to individualize instruction.
• Require students to cite textual evidence to support/develop a claim

Next steps
Foster student ownership, develop inquiry/problem based team activities where process and evidence is presented, create self-assessments, use visible learning techniques to enhance teachers roles as they become evaluators of their own teaching. Build impactful relationships that foster trust between teacher, students and parents. Collaborate with peers. Engage in more dialogue and less monologue with students.

Guide for Instruction

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

Evidence, Measures, and Standards



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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING
✓ CPS Framework for Teaching with Critical Attributes
✓ CPS Framework for Teaching Professional Learning Modules
✓ CPS Framework for Teaching Professional Learning Opportunities
✓ Special Education Addendum
✓ English Language Learner Addendum

Balanced Assessment & Grading:

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

Score

1 2 3 **4**

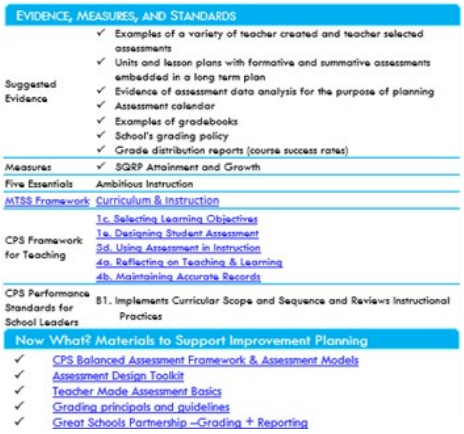
This is the school's chance to explain the ranking and elaborate on current practices within the school. The ability to detail a reason is embedded within the CIWP tool and is required for all categories.• Interim assessments – Weeks 5, 10, 15, 25, 30, and 35
• NWEA/MPG (primary grades)
• MPG Skills Checklist for progress monitoring (primary)
• CKLA Unit Assessments for Primary
• Expeditionary Learning Unit Assessments (3-8th)
• Eureka Math Mid-Module and Module Unit Assessments
• Moby Max – Progress Monitoring
• Daily Exit Tickets – Progress Monitoring
• Network Sight Word Assessments (primary)
• Teaching Strategies Gold Assessments (head start)

Guide for Balanced Assessment & Grading

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

- Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards



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

Multi-Tiered System of Supports:

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

Score

1 2 3 **4**

We scored a 4 in this category.
- 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.

Guide for Multi-Tiered System of Supports

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

Evidence, Measures, and Standards

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

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**

• Morning Message = Each day begins with the Leif Ericson creed to promote student success and accountability, word-of-the day and Black History Facts
• CHAMPS school-wide policies and procedures
• Second Step as the SEL curriculum
• Goal Setting to help students take ownership of their own learning
• Middle School Students use AVID – Advancement Via Individual Determination
• Community (Talking) Meetings
• Principal Community Meetings

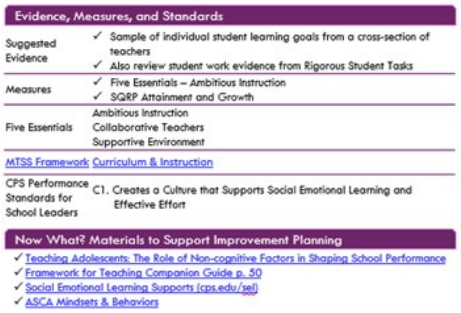
Guide for Culture for Learning

- **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

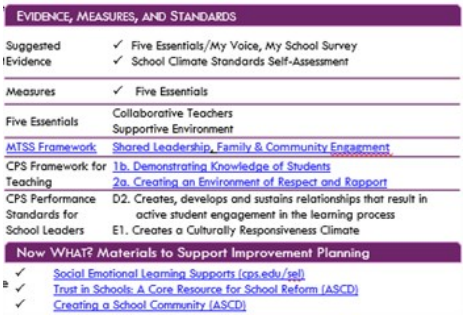
1 2 **3** 4

I believe we rank about a 3 in relational trust based on the following evidence:
Staff is beginning to feel confident when rating administration whether administration is present or not.
Administration is using the Student Code of Conduct, the Verify process, and teacher referrals to determine suspensions or placement of students who have committed misconduct activities. The staff has been made aware of the process and is kept up to date of student referrals.
We do still have a focus on administration bullying based on the likes and dislikes of administration.

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

1 2 3 **4**

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.

Empowering Young Ladies
Junior National Honor Society
Debate Team
360 Nation
A Ray of Hope
Teen Reach
TapRoots
Sistas
Safety Issue to and from school
Student Dance Team
Extra-Curricular Activities
Ericson Garden Project

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	• MVMS Student Survey completion rates and results • Artifacts 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
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 3a. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/MST 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

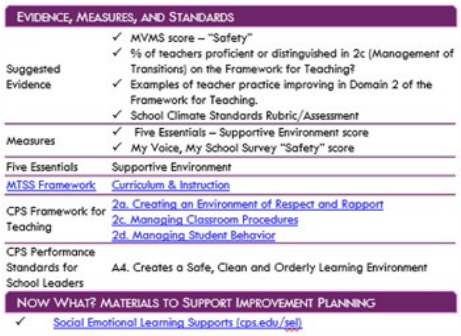
1 2 **3** 4

Students do not feel safe to and from school
Students are instructed to inform staff of incidents that may distract educational performance
CHAMPS
Administration assisting with transitioning from activities to activities
Class Dojo
Parent Volunteers assist in everyday functions
School Uniforms
Compliance with school-wide rules
SCC
CHAMPS
Second Step
Community Meetings
Peace Room
Peace Circles
Restorative Justice

Guide for Safety & Order

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

Evidence, Measures, and Standards



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

Restorative Approaches to Discipline:

Score

1 2 **3** 4

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

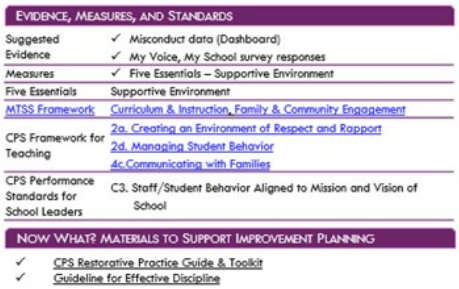
• Second Step
• Taproots
• BUILD
• After School All Stars
• 360 Nation
• DePaul students in counseling program
• Community Volunteers – 5th grade
• A Ray of Hope
• In school counseling sessions – Ms. Tuite
• SISTAS – Restorative Justice, Peace Circles, Empowering Young Women
Culture/Climate Team – SEL focus climate and student behavior
o Tier 1 curriculum - Second Step
o Tier 2 support - Restorative Justice
o Tier 2 support - Community (Talking) Meetings
o Tier 2 / 3 support - Peace Circles
o Tier 2 / 3 support - Established Peace Room for Peace Circles
o Staff trained in all SEL systems

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
  - A team meets regularly to organize systems that support a restorative environment.
  - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
  - Well-managed routines and transitions maximize instructional time.
  - Engage families as partners.
  - Contact families frequently to inform them of positive student behavior and progress.
  - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
  - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
  - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
    - Use data to determine which behaviors should be retaught or more heavily reinforced.
  - Explicitly teach expected behavior and positively reinforce consistently school-wide.
  - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
  - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
  - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
  - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors.Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
  - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
  - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
  - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
  - Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers

or staff.

Evidence, Measures, and Standards



EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard) ✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c.Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING
✓ CPS Restorative Practice Guide & Toolkit
✓ Guideline for Effective Discipline

Parent and Family Partnership:

Score

1 2 **3** 4

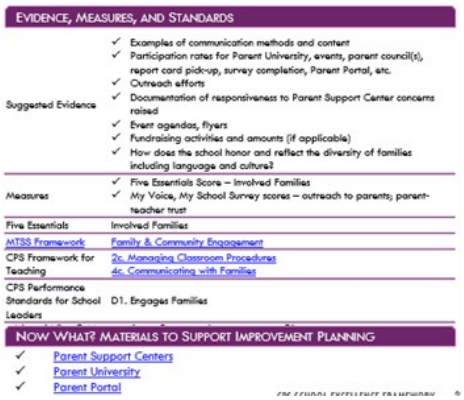
All schools have authentic partnerships with parents or family members that lead to a sense of shared responsibility for the academic, physical, and social emotional development of their students. Through meaningful consultation with parents, these partnerships include creating an intentional process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

- Parent Engagement Center
- PAC Workshops - school liaison School Community Representative
- Parent Volunteers
- Parent Workshops led by counseling staff
- DePaul University Parent Workshop
- West Side Collaborative
- Head Start Parent Workshops

Guide for Parent and Family Partnership

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

Evidence, Measures, and Standards



EVIDENCE, MEASURES, AND STANDARDS

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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

✓ Parent Support Centers
✓ Parent University
✓ Parent Portal

School Excellence Framework Priorities

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

Goals

Required metrics (Elementary) 11 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
SQRP goal aligns with framework priority that instruction closes the knowledge gap. 2015-2016 rating was 89 percentile. 2014 rating was 97 percentile.	76.00	76.00	86.00	83.00	86.00
National School Growth Percentile - Math					
SQRP goal aligns with framework priority that instruction closes the knowledge gap. Change in professional learning and instructional programs support the growth from 2017 to 2018 of 3 percentile points annually.	45.00	69.00	79.00	76.00	79.00
% of Students Meeting/Exceeding National Ave Growth Norms					
School goal to become a 90/90/90 school supported with framework priorities for improvement in instructional strategies.	56.80	63.90	70.00	70.00	73.00
African-American Growth Percentile - Reading					
SQRP goal aligns with framework priority that instruction closes the knowledge gap. 2015-2016 rating was 89 percentile. 2014 rating was 97 percentile.	78.00	78.00	86.00	84.00	87.00
Hispanic Growth Percentile - Reading					
(Blank)	*(Blank)*	*(Blank)*	0.00	0.00	0.00
English Learner Growth Percentile - Reading					
(Blank)	*(Blank)*	*(Blank)*	0.00	0.00	0.00
Diverse Learner Growth Percentile - Reading					
SQRP goal aligns with framework priority that instruction closes the knowledge gap.	8.00	86.00	86.00	78.00	78.00
African-American Growth Percentile - Math					
SQRP goal aligns with framework priority that instruction closes the knowledge gap. Change in professional learning and instructional programs support the growth from 2017 to 2018 of 3 percentile points annually.	47.00	68.00	70.00	74.00	76.00
Hispanic Growth Percentile - Math					
(Blank)	*(Blank)*	*(Blank)*	0.00	0.00	0.00
English Learner Growth Percentile - Math					
(Blank)	*(Blank)*	*(Blank)*	0.00	0.00	0.00
Diverse Learner Growth Percentile - Math					

SQRP goal aligns with framework priority that instruction closes the knowledge gap. Change in professional learning and instructional programs support the growth from 2017 to 2018 of 3 percentile points annually.	25.00	5.00	13.00	17.50	20.00
National School Attainment Percentile - Reading (Grades 3-8)					
(Blank)	62.00	65.00	72.00	67.50	70.00
National School Attainment Percentile - Math (Grades 3-8)					
(Blank)	63.00	64.00	91.00	67.00	70.00
National School Attainment Percentile - Reading (Grade 2)					
SQRP goal aligns with framework priority that instruction closes the knowledge gap. Professional learning for teaching staff and position changes support the growth from 2017 to 2018.	25.00	25.00	57.00	33.00	40.00
National School Attainment Percentile - Math (Grade 2)					
SQRP goal aligns with framework priority that instruction closes the knowledge gap. Professional learning for teaching staff and position changes support the growth from 2017 to 2018.	57.00	17.00	57.00	33.00	40.00
% of Students Making Sufficient Annual Progress on ACCESS					
(Blank)	*(Blank)*	*(Blank)*	0.00	0.00	0.00
Average Daily Attendance Rate					
MTSS to address the root cause of student absenteeism.	96.20	95.00	96.50	96.00	96.00
My Voice, My School 5 Essentials Survey					
Organized - ILT takes action steps to address below-average survey metrices.	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*

Custom metrics

0 of 0 complete

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

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
If we seek SEL training and tap outside trainers to support implementation of Math Talks, Tru Math and peer work (Visible Learning)	students exhibit higher-order thinking, innovation, creativity, and the ability to collaborate on common learning goals	strong academic and social emotional gains. 2018-2020 National School Growth Percentile - Reading 83% National School Growth Percentile - Math 79% % of Students Meeting/Exceeding National Ave Growth Norms - 73% National School Attainment Percentile - Reading (Grade 2) - 40% National School Attainment Percentile - Math (Grade 2) - 40%

Tags:
Leadership and collective responsibility, Professional learnig, Social and emotional learning, Math instruction, Academic gains

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
Regularly solicit information regarding teachers' interests, strengths and needs (i.e., teacher inventories), including: research based learning experiences; curriculum learning opportunities, partner/mentor observations and feedback opportunities	Admin, ILT	Jun 20, 2018 to Jun 28, 2019	Not started

Instruction, Professional learning plan, Leadership and collective responsibility, Teacher collaboration, Mentoring, Culture and climate

Analyze data to provide action steps for additional staff development and best practices for instruction	Admin, ILT, Data Team	Jun 20, 2018 to Jun 28, 2019	Not started

Core Instruction, Differentatied instruction, Nwea, Leadership and collective responsibility, Aligned assessments, High quality instruction/professional development, 5 essentials

Strategy 2

If we do...	...then we see...	...which leads to...
create systems and schedules to support teachers' professional learning to enhance professional growth and collaboration through quarterly peer walks and lesson plan feedback	increased collaboration, reflection, and sharing of new knowledge and experiences	improved implementation of practices to improve student learning

Tags:
Professional Learning, Culture and climate, Collaborative feedback, Collaborative planning, Professional development plan

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
Assess teacher practice to determine impact on student learning	Admin, teachers, ILT	Jun 20, 2018 to Jul 1, 2019	On-Track

Best practice, Leadership and collective responsibility, Assessment data, Reach evaluation, Instructinal practices

Continue grade level and team training sessions to facilitate cycles of learning and implementation of best instructional practices	Admin, teachers	Jun 20, 2018 to Jul 1, 2019	On-Track

Instructional Coaching, Instructiion, Best practice, Grade level team meetings

Strategy 3

If we do...	...then we see...	...which leads to...
Customize professional development to deepen understanding and implementation of CCSS, create personalized learning, small group instruction, questioning, and gradual release of responsibility, with a focus on the NWEA learning continuum skills	Teachers addressing CCSS with measurable objectives daily in small groups, and asking questions that prompt students to think analytically and critically; students will establish personalized learning goals which result in student accountability and communication of the relevance of their learning while completing rigorous tasks aligned to the NWEA learning continuum, and social emotional learning goals.	increased student achievement on NWEA to assure 70% of our students meet/ exceed their EOY goals, and improvement in-school culture measured by an increase in student attendance to 96% and a decrease by 10% in student discipline referrals.

Tags:

Area(s) of focus:

Professional Learning, Assessments, Gradual release of responsibility, Learning continuum 3

Action step	Responsible	Timeframe	Status
Teachers will create small group instruction plans for guided practice. Students will create personalized learning plans aligned to CCSS, NWEA Learning Continuum skills and social emotional learning objectives.	Teachers, entire staff	Jun 20, 2018 to Jul 1, 2020	Not started

Instruction, Ccss all, Learning continuum, Social and emotional climate, Personal learning plans

Teachers will continue to implement gradual release of responsibility daily instruction that is aligned to CCSS with measurable objectives and aligned to NWEA Learning Continuum.	Teachers, Admin	Jun 20, 2018 to Jul 1, 2020	Not started

Professional Learning, Assessment design, Gradual release of responsibility, Ccss all, Learning continuum

Action Plan

Strategy 1

NOT STARTED
Regularly solicit information regarding teachers' interests, strengths and needs (i.e., teacher inventories), including: research based learning experiences; curriculum learning opportunities, partner/mentor observations and feedback opportunities"

Jun 20, 2018 to Jun 28, 2019 - Admin, ILT

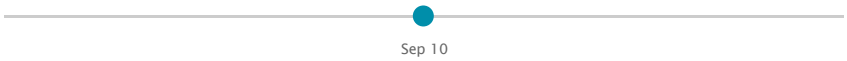
Status history

NOT STARTED Sep 10, 2018
Evidence
detailed professional learning schedules Partner/mentor log

NOT STARTED Analyze data to provide action steps for additional staff development and best practices for instruction"

Jun 20, 2018 to Jun 28, 2019 - Admin, ILT, Data Team

Status history



NOT STARTED Sep 10, 2018
Evidence
Artifacts-NWEA, 5 -week assessments, Team meeting documents

Strategy 2

ON-TRACK Assess teacher practice to determine impact on student learning"

Jun 20, 2018 to Jul 01, 2019 - Admin, teachers, ILT

Status history

ON-TRACK

Sep 10, 2018
Evidence
REACH Evaluations Student assessment outcomes, teacher walk- throughs

ON-TRACK

Continue grade level and team training sessions to facilitate cycles of learning and implementation of best instructional practices"

Jun 20, 2018 to Jul 01, 2019 - Admin, teachers

Status history

ON-TRACK

Sep 10, 2018
Evidence
Grade level agenda, monthly ILT agenda and root cause analysis; strategic action plan

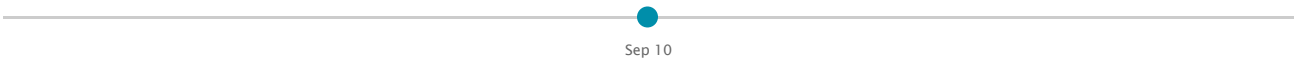
Strategy 3

NOT STARTED

Teachers will create small group instruction plans for guided practice. Students will create personalized learning plans aligned to CCSS, NWEA Learning Continuum skills and social emotional learning objectives."

Jun 20, 2018 to Jul 01, 2020 - Teachers, entire staff

Status history



NOT STARTED

Sep 10, 2018
Evidence
Personalized learning plans, small group analysis

NOT STARTED

Teachers will continue to implement gradual release of responsibility daily instruction that is aligned to CCSS with measurable objectives and aligned to NWEA Learning Continuum."

Jun 20, 2018 to Jul 01, 2020 - Teachers, Admin

Status history

NOT STARTED

Sep 10, 2018
Evidence
lesson plans, exit tickets, learning walk documents, student work

Fund Compliance

Supplemental General State Aid(SGSA)

☐ My school receives SGSA funds

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

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approced plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of thes tudents attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the illinois state board of education.

5. SGSA Funds supplement and do not suppland non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

ESSA Program

ESSA Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy Complete

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

The school will provide educational workshops, activities and programs to involve parents and to increase their participation. Parents will be incorporated in the CIWP process to increase their knowledge and understanding of state/CCSS goals and to help them help their children; insure all bilingual and students with disabilities parents are included in all school programs, along with general education parents. Address and involve problems concerning school policies. Use Parent Resources Center and CPS Parent Community Partnership Program as an informational tool for parent

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

This will be accomplished by holding an Principal's Annual meeting on Thursday, September 27, 2018 at 10:30 AM of the school year to discuss Title I and PAC Organizational will be held on Thursday, September 27, 2018 at 11:00AM
after for election of Officers which includes roles and responsibilities of officers:
- having incentives for students to encourage parents to attend monthly PAC meetings,
- monthly school calendars alert parents to monthly meeting date / time,
- send letters / flyers home to announce each monthly meeting,
- information of meetings displayed on school marquee,
- texting and emailing parents regarding the meetings
-send informational messages to parents through Blackboard
-disseminate parent information to parents using the school website page

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.

Ericson's parents will be encouraged to attend all parent meetings to share their concerns. At the beginning of the school year, the PAC will meet, elect officers, select monthly meeting dates and times. PAC will host workshops throughout which will improve parenting skills to help parents work with their chilldren and help make them life long learners. The PAC will respond to suggestions and concerns of parents through the parent involvement plan, written and oral communications.

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.

Parents will have access to Parent Portal. Teachers will provide a weekly assessment of student's progress; which the parent have to sign and return to the teacher. Reports of student progress will be sent home to the parent every five weeks (twice a year the parent will come to the school to pick up report of progress); which has to be signed and returned to the teacher. PARCC, NWEA, Moby Max, Study Island and Zearn data will be sent home to parents.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

The school will provide each parent with a timely notice when his/her child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified as defined by section 200.56 of the Title I final Regulations (67 Fed. Reg. 71710, December 2, 2001).

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 Principal will have education consultants provide workshops through the year to share and explain state and local testing information and standards. Ongoing scheduling of parents to take practice tests to increase their knowledge and understanding of CCSS standards, other assessments, Moby Max and Study Island academic requirements.

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.

The principal will provide transparency around performance data to involve parents in the process of improving student achievement. Training and computer classes will be held at the parents request. The school will provide parent workshops on helping students with homework, increase literacy skills, and how to collaborate and communicate with the school. Parents will also be informed that the parent room and parent designated computers are available and accessible to them whenever the school is open.

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.

Professional Development training to be held (which could include parents where appropriate) for all staff on communication and collaboration with parents to support students' progress. Training will provide getting information about Title I and the Parent Involvement Program.

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.

Parents will be strongly encouraged to attend monthly PAC meetings. The school's Open House and also attend any conferences or workshops. Parents of Pre-School-For-All will be invited to all parent meetings and workshops occurring within the school. They will also receive information on off-site workshops. Parents will receive information on educational trips to enhance student learning and parent involvement.

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.

Calendars, flyers and memos will be sent to parents in English, as well as, their home language to give them the greatest exposure to school's information. Information will also be posted on the school's marquee. Notices will be posted around the school building and sent via text and email when that informaiton is available. In addition, parents will receivfe infromation through the Blackboard System.

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.)

We will provide a rigorous, data-driven, and research-based academic program that equips every student with the skills needed to maximize all core area and technological abilities. This will be achieved through shared leadership, small class size, parental involvement, continuous professional development, cultural enrichment, extra-curricular activities, collaborative planning and conflict resolutions to ensure no child is left behind, and every student can succeed in high school and beyond.

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 will be held as needed by appointment throughout the school year and during Report Card Pick-Up Days in November and April of the current school year.

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

Parents will have ongoing access to student grades via the Parent Portal. Teachers will provide a weekly assessment of student's progress; which the parent has to sign and return to the teacher. Reports of student progress will be sent home to the parent every five weeks (twice a year the parent will come to the school to pick up report of progress); which has to be signed and returned to the teacher. The principal will meet with parents and students to discuss progress and encourage students to attend enrichment programs at Malcolm X College or the extended day enrichment program.

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

Parents may schedule times to speak with teachers before school, after school or by appointment.

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.

Volunteer packets are submitted on-line and approved by CPS Human Resource. Upon approval, parents will be notified to come in for a conference with the Principal and receive a volunteer schedule. Once this is done, parents may volunteer in the school as per their schedule the entire school year.

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

To supppt their children's learning, parents must - monitor attendance - bring students to school every day and on time, maintain a 97% attendance rate; provide a quiet study area at home; monitor homework logs and make sure home is completed; encourage good study habits; read with child daily and / or talk to child daily about what they are reading; encourage students by telling them the importance of education; communicate concerns to child's teacher and volunteer to help with school's programs. They should join the PAC and LSC or participate in their monthly activities. Attend in November and April, the scheduled parent-teacher conference dates, attend Open House and summer orientations to meet and greet child's teacher; attend school-year parent teacher conferences when requested; attend all scheduled student performances / activities. Talk with child every day about his or her school experiences, concerns, successes and current events of critical societal importance thorugh watching or listening to local and national news or reading local or national newspapers. Provide learning experiences such as museum visits and other cultural events, watch educational TV shows / listen to educational radio and keep books and other learning materials at home and in the car. Oral language is critical so explain in depth why and how things work in the world outside school. Form a productive and positive relationship with the teacher and support the teacher's efforts to help their child succeed at 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.

The school will involve parents in the planning, review and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way. Encourage parents to attend PAC and LSC monthly meetings. Provide each parent with a timely notice when his/her child has been assigneed or has been taught for four or more consecutive weeks by a teacher who is not highly qualified. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. Provide information to parents, of participating children, information in a timely manner about Title I, curriculum, the forms of academic assessments used to measure children's progress and the proficiency levels students are expected to meet. At the request of parents, we will provide opportunities for regular meetings for parents to make suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestion as soon as possible.

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

Students will be held accountable for effort and work ethics and will share the responsibility to improve their academic achievement and achieve the state's high standards. They will complete and turn in their homework every day and ask for help when needed; meet all classroom and school expectations and requirements, use good study habits to ensure they meet proficient or advance levels on school assessments, follow school expectations and rules, read at least 30 minutes every day outside of school and discuss what they read with their parents, talk with their parents every day about their school experiences, concerns and successes, watch educational TV shows and listend to educational readio, keep current with current events by watching the local and national news and reading local and national newspapers, visit museums and other cultural events with their parents to increase prior knowledge on a larger range of topics and give their parents or guardians all notices and information received from the school.

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.

Opportunities for students to meet proficient and advanced levels of academic achievement will continue to be accomplished through rigorous, childcentered instruction, interventions, before and after school programs, and other programs (where funds permit) where teachers can work with individual students on strategies for student enrichment, reduced class sizes, and advanced math concepts for advanced students..Students will have an opportunity to participate in the Malcolm X Program and attend the Extended Day for enrichment; While participating in academic enrichment, students will have an opportunity to attend college, plays and musicals that allow students to compare and contrast student readings.

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.	$ 200 .00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$ 250 .00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 300 .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)	$ 500 .00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ 1000 .00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$ 475 .00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$ 250 .00

<p>53510</p	**Postage** Must be used for parent and family engagement programs only.	$	100	.00
53306	**Software** Must be educational and for parent use only.	$	150	.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.	$	250	.00

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