



William F Finkl Elementary School / Plan summary

## 2018-2020 plan summary

### Team

Name	Role	Email	Access
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Daniel Jankovich	Assistant Principal	drjankovich@cps.edu	Has access
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### Team meetings

No meetings saved for this plan.

## School Excellence Framework

### Culture of & Structure for Continuous Improvement

3 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

Leadership & Collective Responsibility:  
Set direction and create a sense of purpose;  
-BAC,  
-Principal Coffee,  
-5-8th grade meeting  
Collective Responsibility;  
-MTSS  
-Climate and Culture  
-PBIS; Finkl dollars and monthly incentives  
ILT  
Empower other to  
-Engage staff in leadership with roles and responsibilities  
Use Framework  
-How we are evaluated  
-talk about student work samples  
-student grouping using NWEA & Learning Continuum

#### Guide for Leadership & Collective Responsibility

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

#### Evidence, Measures, and Standards

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

### Instructional Leadership Team:

Score

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

1 2 **3** 4

Engage in on-going inquiry-asking questions of each other  
 ILT Effectiveness Rubric Score  
 ILT Agendas; established norms, roles and responsibilities  
 Teacher Teams Agendas  
 -discussing behavior and teaching strategies, while developing tracking procedures  
 Ongoing inquiry (C&C)?  
 Shared leadership for Teaching and Learning  
 -Climate and Culture  
 -Grade level team  
 -grade bands  
 -MTSS  
 -PPC  
 -PPLC  
 Dis-aggregation of DATA; timely and relevant data  
 -TRC NWEA for grouping  
 -instruction based on  
 Scheduled weekly meetings  
 Collaborative effectively  
 -everyone's opinion is valued  
 -parents come to meetings  
 -principal meeting/training w/parents on;  
 Achieve 3000,  
 parent portal  
 Social emotional learning  
 Parent-teacher Conference training; question stems and props to initiate conversation

### Guide for Instructional Leadership Team

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

- Celebrate small wins and improvements.
- Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

## Evidence, Measures, and Standards

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

### Professional Learning:

Score

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

1 2 3 4

This is not a priority; Our school continuously demonstrates professional learning across content internally - as well as seek and attend outside professional development.

## Guide for Professional Learning

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

## Evidence, Measures, and Standards

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

**Aligned Resources:**

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

**Score**

1 **2** 3 4

(Blank)

**Guide for Aligned Resources**

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

**Evidence, Measures, and Standards**

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

### Curriculum:

Score

1 2 3 4

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.

Curriculum  
 CPS Content Frameworks  
 -Sequencing and Pacing  
 -Go Math (Big Ideas)  
 -Radner Scope and Sequence  
 -McGraw Hill Wonders (text complexity)  
 -Study Sync  
 -Achieve 3000 (text Complexity)  
 -Fountas and Punnell ; Literacy Level Instruction  
 Engage all learners; Wonders, Leveled texts, Go Math (leveled activities)  
 Distinguish  
 -Algebra I  
 Integrate SEL  
 -Second Step  
 Reach outside classroom; CBRE, Arturo Velaquez, Poder AND De Paul University

GAPS:  
 Aligning Radner's scope and sequence with McGraw Hill Wonders  
 More leveled texts within the grade bands for students' varying levels  
 True PM of curriculum skills  
 Classroom libraries, leveled out at genres and levels for students interests and independent levels  
 Technology that reinforces the curriculum, "blended learning"  
 Foundational skills for math, primary grade focus (use PARCC data here)

DIVERSE LEARNERS:  
 ELL and SPED classification of learners to be provided strategic interventions  
 Examine data  
 Look for patterns of regression  
 Intentional quadrant growth

### Guide for Curriculum

- - **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
  - Focus so units can be adequately addressed in the time available.
  - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and**

**the skills expected.**

- Identify the essential understandings – what students should learn in greater depth. In other words, know ‘covering everything but learning nothing’ does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
  - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential ‘learning tools’ across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
  - Diverse learners to demonstrate core knowledge and skills.
  - English Learners to develop academic language to demonstrate mastery.
    - Use English and native language development standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- **Integrate academic and social emotional learning.**
- **Connection to real world, authentic application of learning. For example,**
  - Provide opportunities for meaningful project-based learning.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
- Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students’ communities, culture, history, and language.
  - Curriculum is tailored to the strengths, needs, and interests of each student.

**Evidence, Measures, and Standards**

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

**Instructional Materials:**

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

Score

1 2 **3** 4

Aligned  
 -Dr. Radner Scope and Sequence  
 -CCSS  
 -Math Instructional Unit (Pacing Guide and formative assessment for GO Math)  
 St Math  
 Go Math  
 IXL  
 Varied & Flexible  
 -Wonders  
 -ESL  
 - Technology/ Stem/Computers  
 -Math and Reading Instructional materials  
 -Book room (data room)

**Guide for Instructional Materials**

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

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

## Evidence, Measures, and Standards

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

### Rigorous Student Tasks:

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

### Score

1 2 **3** 4



#### Rigorous Student Tasks:

Begin with belief that all students can learn

- carefully selected field trips (De Paul)
- classroom Centers
- Learning walks
- conversations regarding monthly incentives
- SGA -Empowering Students
- Data Conversations, i.e., teacher and student goal setting work sheets

#### Plan and Assign

- Question Stems
- DOK Activities
- Multiple standards embedded within the curriculum

Tasks reflect the key shifts in Literacy

- Bulletin boards reflect citing of text evidence
- Fiction/non-fiction
- turn and talk
- Domain specific; Vocabulary

Tasks reflect the key shifts in Mathematics

- CCSS aligned
- students developed strategies (rather than learning them from the teachers)
- peer collaboration among students
- exit slips, performance assessments, and MIU

Create opportunities for students to create authentic work

- student sample brought to grade level meetings
- walk throughs

### Guide for Rigorous Student Tasks

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

### Evidence, Measures, and Standards

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

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

Score

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)

1 2 3 4

Transitions, College & Career Access & Persistence:  
 Start the conversations about college in primary grades  
 -college pennants in all classrooms  
 -CBRE Mentor program  
 -career Day  
 -College Day (dress down)  
 -Achieve 3000 (shows college Lexile readiness)  
 -Algebra 1-8th grade eligible students

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

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

process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with:

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

## Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

### Instruction:

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

### Score

1 2 **3** 4

#### Instruction:

- Effectively communicate to students
- objectives; what they are learning and Why, while tying it to real life setting
- students can articulate what they are learning and why; Prek-8th grade
- Anchor Charts school wide

#### Using questioning and discussion techniques

- DOK questioning
- DOK sentence stems
- teacher planning has (improved)
- Citing of text evidence is embedded in Reading Wonders and Achieve 3000 and aligned to PARCC

## Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
  - Guide students to articulate the relevance of the objective(s) to learning.
  - Anticipate possible student misunderstanding.
  - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
  - Enable students to contribute to extending the content by explaining concepts to their classmates.
  - Build on students' language development and understanding of content.
  - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
  - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
  - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own

- questions and respectfully challenge one another using viable arguments based on evidence.
- Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
- Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
  - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
  - Provide targeted supports to individual students or groups of students based on their identified needs.
  - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
  - Monitor progress and check for understanding for individual students.
  - Change instructional practice based on analysis of current data.
  - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
  - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

## Evidence, Measures, and Standards

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

### 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

Use multiple measures supplemental

- Exit slips, MIU, Test, quizzes, assessment, Reach Performance Tasks
- Utilize assessment that reflect the key shifts in literacy and Math
- All CCSS (Go Math, Reading Wonders, Radner)
- Have access to analyze school wide practices
- Teacher team to participate in horizontal and vertical observations (planning stages)
- NWEA Data Wall s in Hallways, Data Conversations @ grade level

Having a school wide grading systems

- school wide grading system explained to parents and students
- parent portal, school
- school website
- grade book audits

### 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 gradabooks
	✓ School's grading policy
Measures	✓ SGRP Attainment and Growth
	Five Essentials: Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives
	1e. Designing Student Assessment
	2d. Using Assessment in Instruction
	4a. Reflecting on Teaching & Learning
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
	4b. Maintaining Accurate Records
Now What? Materials to Support Improvement Planning	
✓	<a href="#">CPS Balanced Assessment Framework &amp; Assessment Models</a>
✓	<a href="#">Assessment Design Toolkit</a>
✓	<a href="#">Teacher Made Assessment Basics</a>
✓	<a href="#">Grading principals and guidelines</a>
✓	<a href="#">Great Schools Partnership –Grading + Reporting</a>

**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

Regular meetings  
attendance rates  
Champs-initial stages of implementation in PBIS  
Incentives@award ceremony for attendance

6-8th grade homework help  
Reading wonders grouped based on data  
Poder-Struggling leveled students

Student Learning Plans  
Power of Ten

GAPS:  
Create a base-line data system to look at data in core instruction, and at individual students  
From base-line data, discuss proficiency of core  
Restorative practice professional learning  
Restorative practice implementation  
(Possible PMing, EasyCBM)

DIVERSE LEARNERS:  
ELL and SPED classification of learners to be provided strategic interventions  
Examine data  
Look for patterns of regression  
Intentional quadrant growth

## Guide for Multi-Tiered System of Supports

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

## Evidence, Measures, and Standards

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

Create a culture that reflect a shared belief

- NWEA Posters,
- DATA conversations,
- Awards assembly
- High School Acceptance
- Career Day
- Lawyers in the classroom

Convey High learning expectations...

- PBIS Matrix displayed in hallways
- Awards assembly

Provide students frequent

- push ups
- push ins
- varied questioning techniques
- sticker charts
- 20 minutes free choice time

Develop academic mindsets and behaviors

Data Talks, peer conferences

GAPS:

Monthly incentive program, daily Finkl dollar

Create a middle school incentive program

Showcase student work, thus value their work

Trust in adult to adult relationships

Trust in adult to student relationships

Trust in student to student relationships

Developing a growth mindset professional learning

Student ownership of learning

## Guide for Culture for Learning

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

## Evidence, Measures, and Standards



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

### Relational Trust:

Score

1 2 3 4

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.

Adult-Student interactions are positive, caring, respectful

- Finkl Dollars
- Soccer
- Volleyball
- Girls On The Run
- Math
- Dream builders

Student-Student interactions are mutually supportive and respectful

After School

- sports

Understand Diversity and its' impact

- el dia de los ninos
- finkl Fiesta
- BAC Activities

Support and respect one another

- outside social gatherings
- climate and culture food

### Guide for Relational Trust

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

### Evidence, Measures, and Standards

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

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

Score

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

1 **2** 3 4

- Have equitable access to
  - SGA
  - All sports activities
  - After School All Stars
  - Reading Wonders
  - Math Club
  - CBRE
  - Home work Club
  - Girls on the Run
- Have equitable access to rigorous courses
  - Algebra 1
- Have a choice
  - Student Government
  - Interest surveys
- Have a voice and take informed action:
  - SGA-Morning Safety and Security
  - PBIS Cart
- Make Positive contributions to the school and community
  - Dream builders (Service Aspect)
- Learn to evaluate and consider
  - Achieve 3000
  - CNN News-Current Events
- Consider How people in a democratic Society...
  - 7th grade constitution test

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

#### Study politics

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

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

## Evidence, Measures, and Standards

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

Ensure students and adults feel physically safe

- call system in classrooms
- security cameras
- protocol for tornado fire drills, lock down
- parking lot lights restored (20)
- discipline referral system
- 5 essentials
- WTR; walking to read encouraging to for building self-esteem
- 

Provide clear procedures for reporting and responding

- discipline referral systems (blue sheet)

Provide a framework for positive behavior

- PBIS
- restorative practices and conversations
- 2nd step

Teach, model and reinforce clear behavior expectations

- Finkl dollars
- staff being at their posts

Emphasize proactive

- restorative practices in conversation

## Guide for Safety & Order

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

## Evidence, Measures, and Standards

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

### Restorative Approaches to Discipline:

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

Score

1 2 **3** 4

Reinforce positive student ....

- Finkl Dollars
- 6-8 parent and teacher meeting (address 7th grade HW challenges)
- Monthly incentives
- Volunteer for dances
- Climate Culture
- Award Assembly
- BAC and PAC bi-weekly meetings
- Coffee with the principal

Instructive...

Restorative

- restorative conversations
- reflection on choices made

Establish a non-threatening....

- back to school cookout
- community walk
- Parent (field trips) Chaperones
- Parent meetings
- Assemblies-Awards, Holiday
- Literacy night
- High school trip to Saucedo and Depaul Fair
- BAC, PAC,
- Principal Coffee
- LSC meetings
- Parents Office restored
- Solicit Family Support
- 3-6-8 promotional policy
- Achieve 3000 Parent training
- School Wide grading system training

## Guide for Restorative Approaches to Discipline

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

## Evidence, Measures, and Standards

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

### Parent and Family Partnership:

Score

1 2 **3** 4

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

Communication with families  
 -newsletter to  
 -robo calls  
 -emails  
 teacher call, notes  
 -Parent handbook  
 -website  
 -report card, progress reports  
 -data conversations, student and teachers' goal setting worksheets  
 Conduct outreach  
 -parent calls  
 -letters about tardies and absences

### Guide for Parent and Family Partnership

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

### Evidence, Measures, and Standards

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

School Excellence Framework Priorities

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

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
<b>National School Growth Percentile - Reading</b>					
Our students have made marked gains, we have strategically planned tailored interventions that will continue to support student growth even beyond this conservative projection.	86.00	79.00	83.00	85.00	90.00
<b>National School Growth Percentile - Math</b>					
Our students have made marked gains, we have strategically planned tailored interventions that will continue to support student growth even beyond this conservative projection.	65.00	65.00	70.00	72.50	75.00
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>					
Finkl has tailored growth into tiered structures and created sub-groups: Even within our Tier 3 we have further stratified our sub-groups to make strategic gains.	61.30	57.20	62.50	65.00	67.50
<b>African-American Growth Percentile - Reading</b>					
N/A	(Blank)	(Blank)	0.00	(Blank)	(Blank)
<b>Hispanic Growth Percentile - Reading</b>					
While demographically we have a predominant number of Hispanic students, we also have a large percentage of learners who are supported linguistically with Spanish but also with content laden vocabulary as is best practice with our students.	92.00	73.00	78.00	80.00	82.50
<b>English Learner Growth Percentile - Reading</b>					
N/A	(Blank)	(Blank)	0.00	(Blank)	(Blank)
<b>Diverse Learner Growth Percentile - Reading</b>					
N/A	(Blank)	(Blank)	0.00	(Blank)	(Blank)
<b>African-American Growth Percentile - Math</b>					
N/A	(Blank)	(Blank)	0.00	(Blank)	(Blank)
<b>Hispanic Growth Percentile - Math</b>					
While demographically we have a predominant number of Hispanic students, we also have a large percentage of learners who are supported linguistically with Spanish but also with content laden vocabulary as is best practice with our students.	73.00	60.00	0.00	(Blank)	(Blank)
<b>English Learner Growth Percentile - Math</b>					
N/A	(Blank)	(Blank)	0.00	(Blank)	(Blank)
<b>Diverse Learner Growth Percentile - Math</b>					



N/A	(Blank)	(Blank)	0.00	(Blank)	(Blank)
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**National School Attainment Percentile - Reading (Grades 3-8)**

Our improved reading scores are due in part to the addition of several intervention programs in reading instruction, as well as the promotion of data-driven instruction among Finkl's staff and educators. Therefore, to ensure successful growth, we propose the realistic, attainable goal listed.	38.00	55.00	62.50	65.00	72.50
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**National School Attainment Percentile - Math (Grades 3-8)**

Our improved math scores are due in part to the addition of several intervention programs in math instruction, as well as the promotion of data-driven instruction among Finkl's teaching staff. Therefore, to ensure successful growth, we propose the realistic, attainable goal listed.	31.00	43.00	57.50	58.50	60.00
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**National School Attainment Percentile - Reading (Grade 2)**

Our improved reading scores are due in part to the addition of several intervention programs in reading instruction, as well as the promotion of data-driven instruction among Finkl's teaching staff. Therefore, to ensure successful growth, we propose the realistic, attainable goal listed.	49.00	55.00	65.00	66.25	67.50
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**National School Attainment Percentile - Math (Grade 2)**

Our improved math scores are due in part to the addition of several intervention programs in math instruction, as well as the promotion of data-driven instruction among Finkl's teaching staff. Therefore, to ensure successful growth, we propose the realistic, attainable goal listed.	21.00	62.00	65.00	66.50	68.00
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**% of Students Making Sufficient Annual Progress on ACCESS**

We've recently secured and retained our current BIL-ELL coordinator, and plan on using the 33.7 metric from the 2016-2017 school year since that metric was absent in this year's SQRP.	33.70	(Blank)	34.00	35.00	35.00
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**Average Daily Attendance Rate**

We hope to at least sustain present attendance metrics, if not exceed them.	94.50	94.10	94.50	95.00	95.00
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**My Voice, My School 5 Essentials Survey**

Our staff's, students' and parents' opinions of Finkl as a school is always a priority for the administration. The goal is a minimum a 2 point increase for a final score of 4 pts.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

0 of 0 complete

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

**Strategy 1**

If we do...

...then we see...

...which leads to...

Develop a system of Multi-Tiered Support that monitor academic and social emotional needs; (data collection/analysis, attendance, assessments & grading)

Monitored Tiered academic support (prevention and interventions) and social practices (self-awareness, identify, describe and apply, strategic positive character traits

an increase in student academic performance and attainment on all standardized assessments as well as, a decline in DL referrals and student misconduct infractions, ultimately giving rise to students on track and

equitable curriculum access.

Tags:  
MTSS, SEL, Academics, Support system

Area(s) of focus:  
1

Action step	Responsible	Timeframe	Status
<p>Provide professional development for all staff, focused first on school-wide and classroom non-negotiables, consequently aligning the scope and sequence to rigorous curriculum mapping, followed by instructional strategies based on learning gaps and sub groups.</p>	<p>ILT, CFL and MTSS Team, as well as, the school counselor and case manager</p>	<p>Aug 27, 2018 to Jun 2, 2020</p>	<p>Not started</p>
<b>Rigor, Curriculum mapping, ELLs, Non-negotiables, DIs</b>			
<p>Design a Professional Development learning plan and calendar aligned to performance management, individual and school goals based on the SQRP tailored to all groups.</p>	<p>MTSS Team, DL Teacher</p>	<p>Aug 27, 2018 to Sep 14, 2018</p>	<p>Not started</p>
<b>Achievement rigor</b>			
<p>Create a clear, professional learning calendar of topics aligned to school expectations, including assessments and professional learning plans; on-going training, cycle of lesson observations, and coaching/ peer/ mentoring.</p>	<p>ILT, MTSS, CFL Teams</p>	<p>Aug 27, 2018 to Sep 21, 2018</p>	<p>Not started</p>
<b>Instructional Coaching, Professional learning calendar, Peer mentoring</b>			
<p>The ILT, MTSS, &amp; CFL teams set clear expectations for all groups, including sub groups for implementation of presented practices and strategies to monitor their implementation and use.</p>	<p>ILT, MTSS, CFL Teams</p>	<p>Aug 27, 2018 to Sep 14, 2018</p>	<p>Not started</p>
<b>Implementation monitoring, Bit and casemanager</b>			
<p>Develop a clear plan for adult learning across the school aligning, topics for whole group professional development sessions/goals/protocols/expectations for teacher team meetings.</p>	<p>ILT</p>	<p>Aug 27, 2018 to Sep 28, 2018</p>	<p>Not started</p>
<b>Professional Learning</b>			
<p>Identify Leadership Team members who are responsible and accountable for the implementation and varied check-in points of respective learning plans.</p>	<p>TLT</p>	<p>Aug 27, 2018 to Sep 21, 2018</p>	<p>Not started</p>
<b>Teacher leadership team, Bit and casemanager</b>			
<p>Use annual data, interim, formative data and school improvement plan milestones to monitor, track and review progress-systematically adjusting strategies where needed.</p>	<p>ILT</p>	<p>Aug 27, 2018 to Jun 2, 2020</p>	<p>Not started</p>
<b>Data conversation, Bi-quarterly check -ins, Data-driven instruction</b>			
<p>Created action plans for whole-school professional development with and for teachers to address any learning gaps that exist across classrooms based on student performance and TE PQS</p>	<p>ILT</p>	<p>Aug 27, 2018 to Oct 5, 2018</p>	<p>Not started</p>
<b>Classroom action items, Informal walk-through and peer observations</b>			
<p>Develop clear actions, milestones and benchmarks for both implementation and student progress, i.e., an initial quarterly and/or bi-quarterly plans with priorities in place, aligned to student goals (ILPs) designed to make dramatic students' achievement gains.</p>	<p>ILT</p>	<p>Aug 27, 2018 to Jun 2, 2020</p>	<p>Not started</p>

**Student goals, Student benchmarks, Bi-quarterly check-ins**

Support and develop staff ability to analyze data, identify and prioritize needs, grouping and re-teaching for continuous improvement.	ILT	Aug 27, 2018 to Jul 2, 2020	Not started
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**Data conversation, Achieve 3000 and nwea pds**

Review student data and progress against strategically planned milestones aligned to on-going informative and formative assessments.	ILT	Aug 27, 2018 to Jun 2, 2020	Not started
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**Student data, Milestones, Balanced assessment and grading**

Set clear milestones and benchmarks for student outcomes-including specific targets for students sub-groups (specifically ELL and DL students) as well as grade cohorts--and school practice implementation are in place.	ILT/ELL Lead and Case Manager	Aug 27, 2018 to Jun 2, 2020	Not started
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**Milestones, Benchmarks, Student sub-groups**

Establish a calendar for assessments and key decision points for student intervention based on formative and informative assessment results.	Assessment Coordinator	Aug 27, 2018 to Sep 7, 2018	Not started
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**Calendar of assessments**

Determine the most important student learning data points that will drive decisions and make every decision based on that data	Teachers/Admin	Aug 27, 2018 to Jun 2, 2020	Not started
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**Data tracking, Data conversation**

Teachers track the learning of every student on multiple measures and makes this data visible and available	Teachers SECAS/ESPs,	Aug 27, 2018 to Jun 2, 2020	Not started
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**Data tracking, Data walls, Data groups, Mtss tracker**

Conduct Formal reviews of progress against the plans and milestones as demonstrated by student achievement and/or lack thereof	Grade Level Teachers and Teams	Aug 27, 2018 to Jun 2, 2020	Not started
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**Student achievement, Students data walls, Students' goal setting worksheets**

Use student learning data and teacher input to adjust schedule as needed to maximize time spent on learning, also ensure all students are given opportunities to make up any missed work; when benchmarks are unmet, contingency plans are created to reach required result.	Teachers	Aug 27, 2018 to Jun 2, 2020	Not started
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**Data-driven instruction, Parents correspondence letters, Bi-weekly teacher conference**

Hold regular one-on-one meetings with teachers or teacher teams to review data for the their students and set next steps for re-teaching--explicitly link conversations about assessment to conversations about designing instructional practice tailored to students' learning styles.	Principal	Aug 27, 2018 to Jun 2, 2020	Not started
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**Data conversations**

Build initial systems to track attendance, grades and identify off track warning signs, credit earning, re-take opportunities	Administration, Counselor	Aug 27, 2018 to Sep 14, 2018	Not started
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**Achievement gap, Off track data, Grade book audit, Retake-opportunities**

Make every instruction and student support decision based on student data.	Teachers	Aug 27, 2018 to Jun 2, 2020	Not started
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**Data-driven culture**

Implement on-going common interim assessment cycle process	Teachers	Aug 27, 2018 to Jun 2, 2020	Not started
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**Interim assessment**

Ensure quick (48-72) turn around of data so that leading data trends and gaps in learning are used to guide decisions.	ILT and Teacher Teams	Aug 27, 2018 to Jun 2, 2020	Not started
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**Turn around data, Mtss tracker**

Meet with the Case Manager, once per week, during a specific day and hour, in order to go over off-track data concerning SPED students, as well as do reports on attendance, gradebook and pullout minutes for SPED students.	Case Manager	select	Not started
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**Sped meeting**

Explore the possibility of purchasing new readers from Houghlin Mifflin.	A.P.	Jul 2, 2018 to Jul 31, 2018	Not started
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**Resources**

**Strategy 2**

If we do...

If we create a culture of learning, high expectations, and celebrate achievement, where all stakeholders are valued...

...then we see...

Adults building strong relationships with students, cultural competency and diversity, and ultimately student voice and college aspirations.

...which leads to...

Families and all stakeholders purposefully engaged in the academic and social success of all students.

Tags:

Culture of learning, Diversity, Relationships, Achievement, Stakeholders, Families

Area(s) of focus:

2

Action step

Create on-going structures and times for adults and students to reinforce the values and behaviors with a focus on college and career success factors.

Responsible

Administration

Timeframe

Jul 2, 2018 to Jul 13, 2018

Status

On-Track

**College and career, Mission and vision celebrated, Leadership alignment to school mission and vision**

Establish a system to consistently review and revise the vision, mission and values along with a broad group of stakeholders.	Admin and Teacher Teams and Classroom Teachers	Jul 16, 2018 to Jul 27, 2018	On-Track
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**Student creed, Classrooms morning meetings echo mission statements**

Establish a system to ensure that the mission/ values promote successful social-emotional skills, i.e., social responsibility and the connection to succeed in college, career and life as a whole.	School Counselor/Teacher Teams	Jul 30, 2018 to Aug 10, 2018	On-Track
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**Time management, Student code of conduct, College and career embedded in school creed, Social emotional skills and cornerstone: resiliency, valuing mistakes, honesty, interpersonal competence, self-esteem**

Data systems exist to track all discipline referrals and interventions.	Counselor/Teacher Teams	Aug 13, 2018 to Aug 24, 2018	On-Track
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**Data system tracker, Allocated time for students and teachers to meet, Staff lead culture-building activities with students, parents and families**

CFT develops an alignment to and support for school mission, vision and values, e.g., "Every student can and will be ready to succeed in college."	Culture for Learning Committee	Aug 27, 2018 to Sep 7, 2018	On-Track
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**Mission statement present in daily life of school, Mission statement echoed in restorative practices and conversations**

Support the creation of annual "collaboration" rubrics for each gradeband (K-2, 3-5, 6-8), that a vertically-aligned and designed by student government members.	Students, CFL Team	Sep 10, 2018 to Sep 21, 2018	Not started
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**Collaboration**

Support and teach adults how to utilize social emotional and restorative practices as part of the behavioral expectation and classroom norms.	Admin/Counselor/Michelle Jackson	Sep 24, 2018 to Oct 5, 2018	On-Track
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**Behavior management and classroom norms posted, Democratic participation in each classroom, Social responsibility skills included and explicitly named in the expectation of behavior, Professional designated titles for classroom shareholders**

Build student capacity and experience in teaching the values and behaviors to others and for holding one another accountable for executing them	Student Government/Teacher Teams	Sep 24, 2018 to Oct 5, 2018	On-Track
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**Peer mediation, Peer coaching, Student voice in classroom expectations, Social responsibility taught to all students school wide**

All stake holders use common, shared language to describe the school values and a common understanding of expected behaviors.	Counselor/Teacher Teams	Jul 2, 2018 to Jun 18, 2019	On-Track
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**School reporters' word of the day, 2nd step vocabulary, Class-presidents school wide**

Create a pyramid of behavioral interventions that mirror the academic intervention pyramid with social and emotional development support	Teacher Teams/Admin	Oct 8, 2018 to Oct 19, 2018	On-Track
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**Structures to celebrate behaviors that reflect the values, Disaggregated referral data is regularly reviewed to ensure consequences are not different based on race, class or ethnicity, Student accountability for words, actions and performance**

Build school level code of conduct or restorative practice system that explicitly outlines consequences (positive and/or negative) behaviors throughout the day, including opening, lunch, transitions etc.	School Counselor/Manager and Admin/TE teams	Jul 2, 2018 to Jul 31, 2018	On-Track
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**Behavior incentives, Teachers and students model expectations, Data systems to track all discipline referrals and interventions**

Create a fully-developed peer-jury system through Student Government, aligned to the official CPS Student Code of Conduct, b) Finkl's Chain of Consequences and c) our Social-Emotional Learning initiatives through the office of the school counselor.	Counselor and SGA	Oct 22, 2018 to Nov 2, 2018	On-Track
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**Student code of conduct, Prevention systems in place to review number of referrals and analyzed to identify patterns or trends of referral**

Use multiple forms of data to monitor and revise the code of conduct and identify benchmarks and milestone to gauge and/or measure adoption of behaviors	Counselor/Dean/ Case Manager/TE Team	Jul 2, 2018 to Jun 30, 2020	On-Track
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**Data referral systems, Crisis intervention team in place, Data driven mtss grade level**

Data is used to identify structural issues that need to be addressed; transitions that consistently cause problems, times of day that are problems for students.	Student Government, Dean and Counselor/Admin	Jun 2, 2018 to Jul 30, 2020	On-Track
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**Behavior structural issues**

Ensure pro-active push-in and mental health support are provided to students in need of additional supports, meanwhile students in crisis are referred and receive their first intervention within 48 hours.	Counselor/MTSS team	Jul 2, 2018 to Jun 30, 2020	On-Track
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**Mental health support**

Coach teachers in self-reflection about the success of restorative practices and relationship building, as well as, its impact on academic success, by establishing professional learning cycle around "growth mindset."	Counselor Michelle Jackson CFL	Nov 5, 2018 to Nov 16, 2018	On-Track
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**Coach teachers**

Create teacher team structures that examines the whole child, not just their results in a particular content area.	Admin/ Leadership Team	Jul 2, 2018 to Jun 30, 2020	Not started
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**Whole child**

Assist Student Government in the administration of 4 Student Voice Surveys at the end of every quarter (logged on the Climate & Culture calendar). Climate & Culture will then use the results of the student survey to address school-wide concerns.	Student Government	Jul 2, 2018 to Jun 30, 2020	Not started
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**Student voice surveys**

Develop a culture of learning calendar that contains, for each year: 1) at least 3 international event days, 2) at least 2 awards assembly days for student achievement, 3) at least 2 college field trips for students grades 6-8, 4) an event celebrating African American history/culture in February, 5) an event celebrating the contributions of women in March, 6) an event celebrating Latin American history/culture in May.	Climate & Culture Team	Aug 25, 2018 to Sep 8, 2018	Not started
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**Culture of learning calendar**

Develop 3 PDs that focus on understanding and genuinely embracing student and staff diversity.	Climate & Culture Team	Jul 2, 2018 to Jul 31, 2018	Not started
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**Diversity**

Create two important academic parent nights, where parents can learning information about and participate in activities related to 1) literacy instruction/programming and 2) mathematics instruction/programming.	Climate & Culture Team, School Counselor	Jul 2, 2018 to Jun 30, 2020	Not started
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**Math night, Reading night**

Create a college and careers display in each of the classroom room hallways on the first and second floor (for a total of 4), depicting brochures, pennants, information, etc. about various colleges, universities, and career academies in Chicago, that includes student-created products related to that college/school.

School Counselor,  
Climate & Culture  
Team

Jul 2, 2018 to  
Jun 30, 2020

Not started

**College & careers**

Students take ownership of their aspirations by developing a plan that includes benchmark goals and take action on the plan to achieve the goal.

Counselor/  
Teachers  
Ms. Harrison

Jul 2, 2018 to  
Jun 30, 2020

Not started

**Student benchmarks**

Develop student-led parent and teacher conferences utilizing student portfolios.

Climate and Culture  
Lead

Nov 19, 2018 to  
Nov 30, 2018

Not started

**Student portfolio, Student-led conferences**

Each grade band will adopt a different classroom from a foreign country to conduct seasonal check-ins and cultural exchanges via Skype and other international communications software. Proposed countries are: France and Ireland (6-8), India, Bosnia (Pre-K), Spain (K-2) and Nigeria (3-5)

Jankovich (France),  
Keserovic (Bosnia),  
Lobato (Spain),  
Scheinker (Nigeria),  
Kennedy (Ireland).

Jan 1, 2019 to  
Jan 31, 2019

Not started

**International exchange -adopt a class around the world**

Create an AAI section on the Radner lesson plan to incorporate CPS Summit Work. Teachers check the element of AAI include in their lesson plan and provide evidence for where that element is being shown in the lesson plan.

Teachers

Jan 1, 2019 to  
Jan 31, 2019

Not started

**Aai**

Create 2 PDs specifically designed to address the problem of low academic expectations in the classroom (topics to include: implicit bias and effective scaffolding).

CFL Team

Feb 1, 2019 to  
Mar 8, 2019

Not started

**Pd, High expectations**

Create a Student-Voice Subcommittee, composed entirely of students (a separate entity from Student Government), that meets monthly to discuss a variety of issues affecting students, ranging from changes in student discipline to academic rigor.

Students, CFL Team

Jan 1, 2019 to  
Jan 31, 2019

Not started

**Student voice**

Create book-based PLC in which teachers read and discuss texts that revolve around the topic of cultural bias.

CFL Team

Aug 26, 2019 to  
Sep 6, 2019

Not started

**Cultural bias**

**Strategy 3**

If we do...

Align our curriculum and materials to both state and college readiness standards...

...then we see...

Consistent researched-based instructional strategies, regular routines and data driven decisions school wide...

...which leads to...

Instructional improvement, increased students' academic achievement, balanced assessments with all students on track, and academically engaged in universal design for learning.

Tags:  
 ILT, Instruction, Curriculum, On track

Area(s) of focus:  
 3

Action step	Responsible	Timeframe	Status
Purchases a EL Lead Teacher and Lead teachers in planning for curriculum alignment and clarify a list of roles and responsibilities of the ILT and subject-grade band leads.	ILT Lead	Aug 20, 2018 to Sep 5, 2018	On-Track
<b>ILT, BIt and casemanager, Sub groups smart goals</b>			
Engage all staff in curriculum planning, implementation, evaluation, and adaptation through structured collaboration.	Teams/Admin	Jul 2, 2018 to Nov 30, 2018	On-Track
<b>Curriculum cycle</b>			
Research district, State Standards to ensure alignment of curricular work with a focus on Reading, Math and other tests areas	Teacher Teams Admin/DePaul Radner Scope/Seq	Jul 2, 2018 to Aug 25, 2018	On-Track
<b>State standards</b>			
Develop scope and sequence to grade level expectations as define by the state and/or district assessments.	Teacher Leads/Admin	Jul 2, 2018 to Jun 30, 2020	On-Track
<b>Assessments, Lesson plans, Grade level team agreement/radner scope and sequence</b>			
Teachers build vertical alignment of the curriculum by meeting with colleagues to develop vertical and horizontal curriculum mapping, including Science and Social Studies.	Teacher Teams/Admin	Jul 2, 2018 to Jun 30, 2020	On-Track
<b>Vertical and horizontal mappping</b>			
Ensure curriculum maps in all tested subjects clearly identify which standards are taught. Purchase Sadlier Foundation Skills to address common deficiencies across curriculum	Teacher Teams/Admin	Jul 2, 2018 to Dec 21, 2018	On-Track
<b>Curriculum plan, Foundational skills resources</b>			
Articulate a definition of rigor aligned to college and career readiness, while teaching teams what student work looks like in very course and grade.	Grade Level Teams	Jul 2, 2018 to Jun 21, 2019	On-Track
<b>Rigorous tasks, Dok stems, Writing across curriculum</b>			
Ensure Curriculum requires students to address and wrestle with completed integrated problems, including specific skill sets.	Grade level Teams/Admin	Jul 2, 2018 to Jun 20, 2019	On-Track
<b>Targeted skill sets and exploratory learning</b>			
Adjust, modify and revise curriculum materials and maps based on student achievement results and/or differentiate based on students' needs.	Teacher Teams	Jul 2, 2018 to Jun 21, 2019	On-Track
<b>Re-teaching and revising curriculum, Targeted instruction</b>			
Articulate clear expectations for common planning time; model effective planning must have an unwavering focus on student learning	Admin	Jul 20, 2018 to Sep 14, 2018	On-Track
<b>Lesson planning</b>			



Take inventory of and ensure curriculum materials match the curriculum plan in all subject areas and are culturally relevant. Purchase New Literacy Materials tailored to both ELLs and DLs.	ILT/Teacher Teams	Jul 2, 2018 to Jun 30, 2020	On-Track
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**Curriculum materials, Houghton mifflin bilingual resosources**

Identify, implement and monitor three to five critical non-negotiable school-wide routines and practices that can impact student learning	ILT Lead, Assistant Principal	Jul 2, 2018 to Jun 21, 2019	On-Track
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**School wide expectations, Bulletin boards, Standards and objectives posted, Student/teacher developed rubrics, Standard grading policy**

Routines and learning environment in core content areas are consistent across classrooms and matched to meeting grade-level	ILT/Admin	Jul 2, 2018 to Jun 21, 2019	On-Track
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**Learning outcomes, Transitioned time effectively utilized, Pre-instructing the conent area vocabulary of the lesson, Three to five non-negotiables**

Ensure routines and learning environment are consistent across classrooms and matched to meeting grade level expectations in all content areas	Teacher Teams and Admin	Jul 2, 2018 to Jun 30, 2020	On-Track
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**Literacy and math blocks, Consistent and efficient strucuturs for class opening, Home work collection, Student led discussions and dialogue**

Conduct monthly walk-throughs that check for research-based, school-wide instructional practices such as 1) discussion in the classroom, 2) use of the DOKs, 3) student-friendly objectives in the classroom and bulletin board, 4) samples of student work with rubrics.	Administration	Jul 2, 2018 to Jun 21, 2019	On-Track
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**Curriculum map, Aligned scope and sequence, Pqs**

Staff will determine and articulate a definition of rigor aligned to college and career readiness. Grade level and subject teams will meet to collaborate on materials, and determine what rigorous student work looks like in every course and grade through a review of student work samples.	Team Leader	Jul 2, 2018 to Jun 30, 2020	On-Track
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**Argumentative writing, School wide expectations, Inquiry and exploration, Self-questioning**

Create action plans for whole school professional development with and for teachers to address any learning gaps that exist across classrooms. All staff will participate in school wide professional development on instructional strategies to close gaps.	ILT Lead	Jul 2, 2018 to Jun 21, 2019	On-Track
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**Nwea, Peer observation, Khan academy, Achieve 3000, Houghton mifflin, Smarty ants, Gomath, Stmath, Revised curriculum**

Using the lesson plan rubric, teachers will conduct quarterly peer observations, provided PQS-style feedback to their peers on both the observed lesson and the lesson plan associated with the observed lesson. Observed criteria includes a focus on: lesson plans, school-wide practices, i.e., data driven instructional strategies, differentiation, re-teaching and formative assessment.	Finkl Instructors	Jul 2, 2018 to Jun 30, 2020	On-Track
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**Grade level team agreement/radner scope and sequence, Clear objectives written on lesson plans, Student fomative assessment, Learning tweets, Pre-instruction, Broad repertoire of instructional strategies, Consistent and quality instructional practices**

Schedule 4 math instructional PDs through a specialized service provided from Houghton Mifflin Company. Topics should include: hands-on activity, collaborative learning, inquiry through mathematics and rigorous instruction.

Math Lead/Assistant Principal

Jul 2, 2018 to Dec 28, 2018

Not started

**Professional development, Collaborative learning, Mathematical inquiry, Rigor in mathematics**

Create a "specials" course for grades 5-8 in which students directly control the curriculum, exploring a variety of self-selected STEM activities and lessons, through the FUSE program (a one-time \$11,000 investment).

STEM Coordinator

Jul 2, 2018 to Dec 21, 2018

Not started

**Stem, Student agency, Fuse program**

Increase the science dept. budget by \$5,000 annually towards the purchase of additional permanent (i.e. microscopes, hot plates, test tube racks) and consumable (i.e. dissection specimens, stock chemicals, etc.) laboratory equipment.

Science Lead

Jul 2, 2018 to Dec 21, 2018

Not started

**Science inventory, Science materials**

Action Plan

Strategy 1

NOT STARTED

Design a Professional Development learning plan and calendar aligned to performance management, individual and school goals based on the SQRP tailored to all groups."

Aug 27, 2018 to Sep 14, 2018 - MTSS Team, DL Teacher

Status history



NOT STARTED

May 02, 2018  
**Evidence**  
Professional Development Plan a

NOT STARTED

Provide professional development for all staff, focused first on school-wide and classroom non-negotiables, consequently aligning the scope and sequence to rigorous curriculum mapping, followed by instructional strategies based on learning gaps and sub groups."

Aug 27, 2018 to Jun 02, 2020 - ILT, CFL and MTSS Team, as well as, the school counselor and case manager

Status history



NOT STARTED

May 02, 2018  
**Evidence**  
Annual MTSS Calendar (uploaded to Google Calendar)

NOT STARTED

Create a clear, professional learning calendar of topics aligned to school expectations, including assessments and professional learning plans; on-going training, cycle of lesson observations, and coaching/ peer/ mentoring."

Aug 27, 2018 to Sep 21, 2018 - ILT, MTSS, CFL Teams

Status history



May 2

NOT STARTED

May 02, 2018

**Evidence**

Professional Learning Calendar

NOT STARTED

The ILT, MTSS, & CFL teams set clear expectations for all groups, including sub groups for implementation of presented practices and strategies to monitor their implementation and use."

Aug 27, 2018 to Sep 14, 2018 - ILT, MTSS, CFL Teams

## Status history

May 2

NOT STARTED

May 02, 2018

**Evidence**

Implementation Expectations Document

NOT STARTED

Develop a clear plan for adult learning across the school aligning, topics for whole group professional development sessions/goals/protocols/expectations for teacher team meetings."

Aug 27, 2018 to Sep 28, 2018 - ILT

## Status history

May 2

NOT STARTED

May 02, 2018

**Evidence**

Professional Learning Calendar and protocols

NOT STARTED

Identify Leadership Team members who are responsible and accountable for the implementation and varied check-in points of respective learning plans."

Aug 27, 2018 to Sep 21, 2018 - TLT

## Status history

May 2

NOT STARTED

May 02, 2018

**Evidence**

TLT Roster

NOT STARTED

Use annual data, interim, formative data and school improvement plan milestones to monitor, track and review progress-systematically adjusting strategies where needed."

Aug 27, 2018 to Jun 02, 2020 - ILT

## Status history

May 2

NOT STARTED

May 02, 2018

**Evidence**

Data Conversations

NOT STARTED

Develop clear actions, milestones and benchmarks for both implementation and student progress, i.e., an initial quarterly and/or bi-quarterly plans with priorities in place, aligned to student goals (ILPs) designed to make dramatic students' achievement gains."

## Status history



May 2

**NOT STARTED** May 02, 2018  
**Evidence**  
Data Conversations

**NOT STARTED** Support and develop staff ability to analyze data, identify and prioritize needs, grouping and re-teaching for continuous improvement."  
Aug 27, 2018 to Jul 02, 2020 - ILT

## Status history



May 2

**NOT STARTED** May 02, 2018  
**Evidence**  
PD Agendas

**NOT STARTED** Review student data and progress against strategically planned milestones aligned to on-going informative and formative assessments."  
Aug 27, 2018 to Jun 02, 2020 - ILT

## Status history



May 2

**NOT STARTED** May 02, 2018  
**Evidence**  
Data Conversations

**NOT STARTED**  
Set clear milestones and benchmarks for student outcomes-including specific targets for students sub-groups (specifically ELL and DL students) as well as grade cohorts--and school practice implementation are in place."  
Aug 27, 2018 to Jun 02, 2020 - ILT/ELL Lead and Case Manager

## Status history



May 2

**NOT STARTED** May 02, 2018  
**Evidence**  
On-Going bi-Quarterly Check-Ins

**NOT STARTED**  
Establish a calendar for assessments and key decision points for student intervention based on formative and informative assessment results."  
Aug 27, 2018 to Sep 07, 2018 - Assessment Coordinator

## Status history



May 2

**NOT STARTED** May 02, 2018  
**Evidence**  
Assessment Calendar

**NOT STARTED** Conduct Formal reviews of progress against the plans and milestones as demonstrated by student achievement and/or lack thereof"  
Aug 27, 2018 to Jun 02, 2020 - Grade Level Teachers and Teams

## Status history

May 2

NOT STARTED

May 02, 2018

**Evidence**

Student Samples and Assessments

NOT STARTED

Use student learning data and teacher input to adjust schedule as needed to maximize time spent on learning, also ensure all students are given opportunities to make up any missed work; when benchmarks are unmet, contingency plans are created to reach required result."

Aug 27, 2018 to Jun 02, 2020 - Teachers

## Status history

May 2

NOT STARTED

May 02, 2018

**Evidence**

Remediation Plans

NOT STARTED

Determine the most important student learning data points that will drive decisions and make every decision based on that data"

Aug 27, 2018 to Jun 02, 2020 - Teachers/Admin

## Status history

May 2

NOT STARTED

May 02, 2018

**Evidence**

MTSS Tracker, Data Conversations

NOT STARTED

Hold regular one-on-one meetings with teachers or teacher teams to review data for the their students and set next steps for re-teaching--explicitly link conversations about assessment to conversations about designing instructional practice tailored to students' learning styles."

Aug 27, 2018 to Jun 02, 2020 - Principal

## Status history

May 2

NOT STARTED

May 02, 2018

**Evidence**

Data Conversations

NOT STARTED

Build initial systems to track attendance, grades and identify off track warning signs, credit earning, re-take opportunities"

Aug 27, 2018 to Sep 14, 2018 - Administration, Counselor

## Status history

May 2

NOT STARTED

May 02, 2018

**Evidence**

MTSS Tracker

NOT STARTED

Teachers track the learning of every student on multiple measures and makes this data visible and available"

Aug 27, 2018 to Jun 02, 2020 - Teachers SECAS/ESPs,

## Status history

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May 2

NOT STARTED

May 02, 2018

**Evidence**

Data Walls, Data Groups, MTSS Tracker

NOT STARTED

Created action plans for whole-school professional development with and for teachers to address any learning gaps that exist across classrooms based on student performance and TE PQS"

Aug 27, 2018 to Oct 05, 2018 - ILT

## Status history

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May 2

NOT STARTED

May 02, 2018

**Evidence**

PD Plan

NOT STARTED

Make every instruction and student support decision based on student data."

Aug 27, 2018 to Jun 02, 2020 - Teachers

## Status history

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May 2

NOT STARTED

May 02, 2018

**Evidence**

MTSS Tracker

NOT STARTED

Implement on-going common interim assessment cycle process"

Aug 27, 2018 to Jun 02, 2020 - Teachers

## Status history

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May 2

NOT STARTED

May 02, 2018

**Evidence**

Interim Assessment Results (NWEA screener, Dibels/TRC Progress Monitoring, etc.)

NOT STARTED

Ensure quick (48-72) turn around of data so that leading data trends and gaps in learning are used to guide decisions."

Aug 27, 2018 to Jun 02, 2020 - ILT and Teacher Teams

## Status history

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May 2

NOT STARTED

May 02, 2018

**Evidence**

Data Disaggregation

NOT STARTED

Meet with the Case Manager, once per week, during a specific day and hour, in order to go over off-track data concerning SPED students, as well as do reports on attendance, gradebook and pullout minutes for SPED students."

- Case Manager

## Status history

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**NOT STARTED** May 02, 2018  
**Evidence**  
Case Manager Meeting Agenda

**NOT STARTED** Explore the possibility of purchasing new readers from Houghlin Mifflin."  
Jul 02, 2018 to Jul 31, 2018 - A.P.

### Status history



**NOT STARTED** May 02, 2018  
**Evidence**  
Purchase Order

## Strategy 2

**NOT STARTED**  
Develop a culture of learning calendar that contains, for each year: 1) at least 3 international event days, 2) at least 2 awards assembly days for student achievement, 3) at least 2 college field trips for students grades 6-8, 4) an event celebrating African American history/culture in February, 5) an event celebrating the contributions of women in March, 6) an event celebrating Latin American history/culture in May."

Aug 25, 2018 to Sep 08, 2018 - Climate & Culture Team

### Status history



**NOT STARTED** May 02, 2018  
**Evidence**  
Climate & Culture Calendar,

**NOT STARTED** Develop 3 PDs that focus on understanding and genuinely embracing student and staff diversity."  
Jul 02, 2018 to Jul 31, 2018 - Climate & Culture Team

### Status history



**NOT STARTED** May 02, 2018  
**Evidence**  
PD Agendas

**NOT STARTED**  
Create two important academic parent nights, where parents can learning information about and participate in activities related to 1) literacy instruction/programming and 2) mathematics instruction/programming."

Jul 02, 2018 to Jun 30, 2020 - Climate & Culture Team, School Counselor

### Status history



**NOT STARTED** May 02, 2018  
**Evidence**  
Parent Night Brochures

**NOT STARTED**

Assist Student Government in the administration of 4 Student Voice Surveys at the end of every quarter (logged on the Climate & Culture calendar). Climate & Culture will then use the results of the student survey to address school-wide concerns."

Jul 02, 2018 to Jun 30, 2020 - Student Government

## Status history

May 2

**NOT STARTED** May 02, 2018  
**Evidence**  
Student Voice Survey Results

**ON-TRACK**  
Data is used to identify structural issues that need to be addressed; transitions that consistently cause problems, times of day that are problems for students."

Jun 02, 2018 to Jul 30, 2020 - Student Government, Dean and Counselor/Admin

## Status history

May 2

**ON-TRACK** May 02, 2018  
**Evidence**  
MTSS Tracker

**ON-TRACK**  
Coach teachers in self-reflection about the success of restorative practices and relationship building, as well as, its impact on academic success, by establishing professional learning cycle around "growth mindset."

Nov 05, 2018 to Nov 16, 2018 - Counselor Michelle Jackson CFL

## Status history

May 2

**ON-TRACK** May 02, 2018  
**Evidence**  
Professional Development Plan

**NOT STARTED**  
Create a college and careers display in each of the classroom room hallways on the first and second floor (for a total of 4), depicting brochures, pennants, information, etc. about various colleges, universities, and career academies in Chicago, that includes student-created products related to that college/school."

Jul 02, 2018 to Jun 30, 2020 - School Counselor, Climate & Culture Team

## Status history

May 2

**NOT STARTED** May 02, 2018  
**Evidence**  
Completed College Display

**NOT STARTED**  
Students take ownership of their aspirations by developing a plan that includes benchmark goals and take action on the plan to achieve the goal."

Jul 02, 2018 to Jun 30, 2020 - Counselor/ Teachers Ms. Harrison

## Status history

May 2



NOT STARTED

May 02, 2018

**Evidence**

Students Goal Setting Worksheets Agenda books

NOT STARTED

Develop student-led parent and teacher conferences utilizing student portfolios."

Nov 19, 2018 to Nov 30, 2018 - Climate and Culture Lead

### Status history



NOT STARTED

May 02, 2018

**Evidence**

Student Portfolio

NOT STARTED

Each grade band will adopt a different classroom from a foreign country to conduct seasonal check-ins and cultural exchanges via Skype and other international communications software. Proposed countries are: France and Ireland (6-8), India, Bosnia (Pre-K), Spain (K-2) and Nigeria (3-5)"

Jan 01, 2019 to Jan 31, 2019 - Jankovich (France), Keserovic (Bosnia), Lobato (Spain), Scheinker (Nigeria), Kennedy (Ireland).

### Status history



NOT STARTED

May 02, 2018

**Evidence**

Pen Pal Letters, Saved Skype Sessions, Culture Artifacts

ON-TRACK

Create on-going structures and times for adults and students to reinforce the values and behaviors with a focus on college and career success factors."

Jul 02, 2018 to Jul 13, 2018 - Administration

### Status history



ON-TRACK

May 02, 2018

**Evidence**

Second Step Programming

ON-TRACK

CFT develops an alignment to and support for school mission, vision and values, e.g., "Every student can and will be ready to succeed in college.""

Aug 27, 2018 to Sep 07, 2018 - Culture for Learning Committee

### Status history



ON-TRACK

May 02, 2018

**Evidence**

School Mission/Vision

ON-TRACK

Establish a system to consistently review and revise the vision, mission and values along with a broad group of stakeholders."

Jul 16, 2018 to Jul 27, 2018 - Admin and Teacher Teams and Classroom Teachers

### Status history



ON-TRACK

May 02, 2018  
**Evidence**  
School Mission/Vision

ON-TRACK

Establish a system to ensure that the mission/ values promote successful social-emotional skills, i.e., social responsibility and the connection to succeed in college, career and life as a whole."

Jul 30, 2018 to Aug 10, 2018 - School Counselor/Teacher Teams

## Status history



May 2

ON-TRACK

May 02, 2018  
**Evidence**  
School Mission/Vision

ON-TRACK

Support and teach adults how to utilize social emotional and restorative practices as part of the behavioral expectation and classroom norms."

Sep 24, 2018 to Oct 05, 2018 - Admin/Counselor/Michelle Jackson

## Status history



May 2

ON-TRACK

May 02, 2018  
**Evidence**  
SEL Practices PD Agendas

ON-TRACK

Build school level code of conduct or restorative practice system that explicitly outlines consequences (positive and/or negative) behaviors throughout the day, including opening, lunch, transitions etc."

Jul 02, 2018 to Jul 31, 2018 - School Counselor/Manager and Admin/TE teams

## Status history



May 2

ON-TRACK

May 02, 2018  
**Evidence**  
Finkl Master Schedule

ON-TRACK

All stake holders use common, shared language to describe the school values and a common understanding of expected behaviors."

Jul 02, 2018 to Jun 18, 2019 - Counselor/Teacher Teams

## Status history



May 2

ON-TRACK

May 02, 2018  
**Evidence**  
Displays of School Values

ON-TRACK

Build student capacity and experience in teaching the values and behaviors to others and for holding one another accountable for executing them"

Sep 24, 2018 to Oct 05, 2018 - Student Government/Teacher Teams

## Status history



May 2

**ON-TRACK** May 02, 2018  
**Evidence**  
Peer-Jury After-School Programming

**ON-TRACK**  
Use multiple forms of data to monitor and revise the code of conduct and identify benchmarks and milestone to gauge and/or measure adoption of behaviors"  
Jul 02, 2018 to Jun 30, 2020 - Counselor/Dean/ Case Manager/TE Team

### Status history



**ON-TRACK** May 02, 2018  
**Evidence**  
Revised Code of Conduct

**ON-TRACK** Create a pyramid of behavioral interventions that mirror the academic intervention pyramid with social and emotional development support"  
Oct 08, 2018 to Oct 19, 2018 - Teacher Teams/Admin

### Status history



**ON-TRACK** May 02, 2018  
**Evidence**  
Behavioral Intervention Pyramid

**ON-TRACK**  
Create a fully-developed peer-jury system through Student Government, aligned to the official CPS Student Code of Conduct, b) Finkl's Chain of Consequences and c) our Social-Emotional Learning initiatives through the office of the school counselor."  
Oct 22, 2018 to Nov 02, 2018 - Counselor and SGA

### Status history



**ON-TRACK** May 02, 2018  
**Evidence**  
Peer-Jury After-School Programming

**ON-TRACK** Data systems exist to track all discipline referrals and interventions."  
Aug 13, 2018 to Aug 24, 2018 - Counselor/Teacher Teams

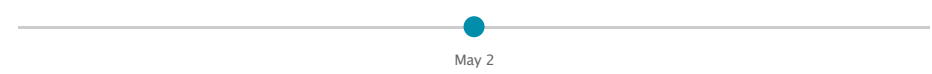
### Status history



**ON-TRACK** May 02, 2018  
**Evidence**  
Referral System

**NOT STARTED** Create teacher team structures that examines the whole child, not just their results in a particular content area."  
Jul 02, 2018 to Jun 30, 2020 - Admin/ Leadership Team

### Status history



NOT STARTED

May 02, 2018  
**Evidence**  
Leadership Team Agendas

ON-TRACK

Ensure pro-active push-in and mental health support are provided to students in need of additional supports, meanwhile students in crisis are referred and receive their first intervention within 48 hours."

Jul 02, 2018 to Jun 30, 2020 - Counselor/MTSS team

## Status history



May 2

ON-TRACK

May 02, 2018  
**Evidence**  
"Counselor Push-In" included in school schedule.

NOT STARTED

Create an AAI section on the Radner lesson plan to incorporate CPS Summit Work. Teachers check the element of AAI include in their lesson plan and provide evidence for where that element is being shown in the lesson plan."

Jan 01, 2019 to Jan 31, 2019 - Teachers

## Status history



May 2

NOT STARTED

May 02, 2018  
**Evidence**  
Adjusted Radner Lesson Plan

NOT STARTED

Create 2 PDs specifically designed to address the problem of low academic expectations in the classroom (topics to include: implicit bias and effective scaffolding)."

Feb 01, 2019 to Mar 08, 2019 - CFL Team

## Status history



May 2

NOT STARTED

May 02, 2018  
**Evidence**  
PD Agendas

NOT STARTED

Support the creation of annual "collaboration" rubrics for each gradeband (K-2, 3-5, 6-8), that a vertically-aligned and designed by student government members."

Sep 10, 2018 to Sep 21, 2018 - Students, CFL Team

## Status history



May 2

NOT STARTED

May 02, 2018  
**Evidence**  
Collaboration Rubrics

NOT STARTED

Create a Student-Voice Subcommittee, composed entirely of students (a separate entity from Student Government), that meets monthly to discuss a variety of issues affecting students, ranging from changes in student discipline to academic rigor."

Jan 01, 2019 to Jan 31, 2019 - Students, CFL Team

## Status history

May 2

**NOT STARTED** May 02, 2018  
**Evidence**  
Student Voice Subcommittee Agendas

**NOT STARTED** Create book-based PLC in which teachers read and discuss texts that revolve around the topic of cultural bias."  
Aug 26, 2019 to Sep 06, 2019 - CFL Team

## Status history

May 2

**NOT STARTED** May 02, 2018  
**Evidence**  
Book Club Agenda

### Strategy 3

**ON-TRACK**  
Purchases a EL Lead Teacher and Lead teachers in planning for curriculum alignment and clarify a list of roles and responsibilities of the ILT and subject-grade band leads."  
Aug 20, 2018 to Sep 05, 2018 - ILT Lead

## Status history

May 2

**ON-TRACK** May 02, 2018  
**Evidence**  
ILT is in the process of redefining roles

**ON-TRACK** Identify, implement and monitor three to five critical non-negotiable school-wide routines and practices that can impact student learning"  
Jul 02, 2018 to Jun 21, 2019 - ILT Lead, Assistant Principal

## Status history

May 2

**ON-TRACK** May 02, 2018  
**Evidence**  
Lesson Plan Tracker

**ON-TRACK**  
Conduct monthly walk-throughs that check for research-based, school-wide instructional practices such as 1) discussion in the classroom, 2) use of the DOKs, 3) student-friendly objectives in the classroom and bulletin board, 4) samples of student work with rubrics."  
Jul 02, 2018 to Jun 21, 2019 - Administration

## Status history

May 2

**ON-TRACK** May 02, 2018  
**Evidence**  
Walkthrough Tracker

**ON-TRACK** Articulate clear expectations for common planning time; model effective planning must have an unwavering focus on student learning"  
Jul 20, 2018 to Sep 14, 2018 - Admin

## Status history



**ON-TRACK** May 02, 2018  
**Evidence**  
Lesson Plans/Tracker

**ON-TRACK**  
Create action plans for whole school professional development with and for teachers to address any learning gaps that exist across classrooms. All staff will participate in school wide professional development on instructional strategies to close gaps."  
Jul 02, 2018 to Jun 21, 2019 - ILT Lead

## Status history



**ON-TRACK** May 02, 2018  
**Evidence**  
TBA

**ON-TRACK**  
Using the lesson plan rubric, teachers will conduct quarterly peer observations, provided PQS-style feedback to their peers on both the observed lesson and the lesson plan associated with the observed lesson. Observed criteria includes a focus on: lesson plans, school-wide practices, i.e., data driven instructional strategies, differentiation, re-teaching and formative assessment."  
Jul 02, 2018 to Jun 30, 2020 - Finkl Instructors

## Status history



**ON-TRACK** May 02, 2018  
**Evidence**  
PQS Organizer

**ON-TRACK**  
Staff will determine and articulate a definition of rigor aligned to college and career readiness. Grade level and subject teams will meet to collaborate on materials, and determine what rigorous student work looks like in every course and grade through a review of student work samples."  
Jul 02, 2018 to Jun 30, 2020 - Team Leader

## Status history



**ON-TRACK** May 02, 2018  
**Evidence**  
PD Plan and Protocol for reviewing student work samples.

**ON-TRACK** Engage all staff in curriculum planning, implementation, evaluation, and adaptation through structured collaboration."  
Jul 02, 2018 to Nov 30, 2018 - Teams/Admin

## Status history



**ON-TRACK** May 02, 2018  
**Evidence**

## Teacher Team Agendas

ON-TRACK

Research district, State Standards to ensure alignment of curricular work with a focus on Reading, Math and other tests areas"

Jul 02, 2018 to Aug 25, 2018 - Teacher Teams Admin/DePaul Radner Scope/Seq

### Status history



ON-TRACK

May 02, 2018

**Evidence**

Curriculum Unit Plans

ON-TRACK

Teachers build vertical alignment of the curriculum by meeting with colleagues to develop vertical and horizontal curriculum mapping, including Science and Social Studies."

Jul 02, 2018 to Jun 30, 2020 - Teacher Teams/Admin

### Status history



ON-TRACK

May 02, 2018

**Evidence**

Curriculum Plans

ON-TRACK

Develop scope and sequence to grade level expectations as define by the state and/or district assessments."

Jul 02, 2018 to Jun 30, 2020 - Teacher Leads/Admin

### Status history



ON-TRACK

May 02, 2018

**Evidence**

Curriculum Plans/Assessment Cycle

ON-TRACK

Articulate a definition of rigor aligned to college and career readiness, while teaching teams what student work looks like in very course and grade."

Jul 02, 2018 to Jun 21, 2019 - Grade Level Teams

### Status history



ON-TRACK

May 02, 2018

**Evidence**

DOK Stems

ON-TRACK

Ensure Curriculum requires students to address and wrestle with completed integrated problems, including specific skill sets."

Jul 02, 2018 to Jun 20, 2019 - Grade level Teams/Admin

### Status history



ON-TRACK

May 02, 2018

**Evidence**

Student Work Samples

ON-TRACK

Ensure curriculum maps in all tested subjects clearly identify which standards are taught. Purchase Sadlier Foundation Skills to address common deficiencies across curriculum"

Jul 02, 2018 to Dec 21, 2018 - Teacher Teams/Admin

## Status history



ON-TRACK

May 02, 2018

**Evidence**

Curriculum Unit Plans, including Foundation Skills

ON-TRACK

Adjust, modify and revise curriculum materials and maps based on student achievement results and/or differentiate based on students' needs."

Jul 02, 2018 to Jun 21, 2019 - Teacher Teams

## Status history



ON-TRACK

May 02, 2018

**Evidence**

Bi-Quarterly Data Analysis

ON-TRACK

Take inventory of and ensure curriculum materials match the curriculum plan in all subject areas and are culturally relevant. Purchase New Literacy Materials tailored to both ELLs and DLs."

Jul 02, 2018 to Jun 30, 2020 - ILT/Teacher Teams

## Status history



ON-TRACK

May 02, 2018

**Evidence**

Materials and Inventory

ON-TRACK

Routines and learning environment in core content areas are consistent across classrooms and matched to meeting grade-level"

Jul 02, 2018 to Jun 21, 2019 - ILT/Admin

## Status history



ON-TRACK

May 02, 2018

**Evidence**

Walk-Throughs and Peer Observation Tracker

ON-TRACK

Ensure routines and learning environment are consistent across classrooms and matched to meeting grade level expectations in all content areas"

Jul 02, 2018 to Jun 30, 2020 - Teacher Teams and Admin

## Status history



ON-TRACK

May 02, 2018

**Evidence**

Teacher Developed System



NOT STARTED

Schedule 4 math instructional PDs through a specialized service provided from Houghton Mifflin Company. Topics should include: hands-on activity, collaborative learning, inquiry through mathematics and rigorous instruction."

Jul 02, 2018 to Dec 28, 2018 - Math Lead/Assistant Principal

## Status history

May 2

NOT STARTED

May 02, 2018  
**Evidence**  
PD Agendas

NOT STARTED

Create a "specials" course for grades 5-8 in which students directly control the curriculum, exploring a variety of self-selected STEM activities and lessons, through the FUSE program (a one-time \$11,000 investment)."

Jul 02, 2018 to Dec 21, 2018 - STEM Coordinator

## Status history

May 2

NOT STARTED

May 02, 2018  
**Evidence**  
FUSE Program Implementation

NOT STARTED

Increase the science dept. budget by \$5,000 annually towards the purchase of additional permanent (i.e. microscopes, hot plates, test tube racks) and consumable (i.e. dissection specimens, stock chemicals, etc.) laboratory equipment."

Jul 02, 2018 to Dec 21, 2018 - Science Lead

## Status history

May 2

NOT STARTED

May 02, 2018  
**Evidence**  
Laboratory Inventory

## Fund Compliance

### Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

## ESSA Program

ESSA Schoolwide Program

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

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

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

## Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

### Parent and Family Plan

#### Parent and Family Engagement Policy

Complete

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

The school will host monthly meetings for parents to present information and updates as they occur, thereby sustaining parent-school open lines of communication and have an informed body of parents (BAC and PAC Chairs, etc) in the decision-making process in the school. In addition the learning community will host meetings to solicit active parent involvement, i.e., planning, reviewing, and revising to tailor and align activities to the NCLB Title 1, CIWP, Budget Plan, Parent Involvement Policy, Parent Compact and Funds etc.

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

The school will host an annual parent meeting at the start of the school year to present school student achievement data, plans for improvement, and action plans to accomplish goals. At this time, parents will also have a voice in the decision-making process in how the school-home connection can be strengthened and supported. The school Annual meeting and Organizational meeting will be held in September 2018.

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

Parents will continue to be informed about all academic support services offered in the school to ensure their child's success in the school. Teachers and parents conferences will be scheduled throughout the year on quarterly basis minimally, and when necessary based on students' needs and academic progress, to communicate student's social, emotional and academic progress throughout the school year.

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 continue to be informed about all support services offered in the school to ensure their child's success in the school. Conferences will be scheduled throughout the year on quarterly basis minimally, between teachers and parents to communicate a student's progress in school in assessments and grades.

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.

Offer opportunities for more parent workshops to actively engage all stakeholders (b) Provide ongoing parent-information sessions to improve parent-school relationship and collaboration through Parent Engagement Coordinator. (c) Monthly NCLB meetings, as well as, parent Reading and Math tutoring sessions via Achieve 3000, Wonders Reading (Spanish and English) as well as, St. Math and Go Math Applications (d) 3rd and 4th Quarter ESL classes for parents.

Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

The school will conduct regular training to present state standards, local, district, and state assessments to best inform parents on how to monitor their child's progress and how to work with educators so their children meet and exceed assessments goal.

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 school will continue to offer training and workshops to present resources in literacy, technology, math, state standards, and social/emotional learning that will promote the goal of working closely with parents to ensure every child's success in school.

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.

The school will continue to provide on-going best practices in training to all staff in reach out efforts in communication and problem-solving with parents, as partners in every child's education. The school will continue to implement parent programs and activities to build ties with parents.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

The school will especially emphasize the foundation of parent involvement in the early years of their child's education to set up every child with successful future in their education. The school will advocate and continue to seek partnerships with community-based programs that promote the importance parental involvement in being skillful to meet every child's needs and exceeds expectations

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.

The school will continue to elevate the importance of parent involvement in ensuring all communication is understandable and in the language parents understand. Parent newsletters, report cards, progress reports, and test data reports among other written communication will continue to be available in parents' language.

#### 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.)

It is our mission to prepare our students to become literate, critical thinkers who are prepared for success in high school, college, and careers. This will be accomplished by implementing a challenging curriculum aligned to the common core standards. We will foster academic growth and achievement by using best instructional practices.

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 are held at the end of every quarter, Nov 2018, Jan 2019, April 2019, and June 2019. Parents have conferences with teachers on student grades and their performance on student data.

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

The teachers will provide on-going reports to parents on their child's progress at the every interval of 5 weeks and/or on a case by case basis with more frequency as needed.

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

Parents are welcomed at all times. Upon each parent's request appointments are made and accepted, i.e., before and after school, as well as, during teacher preparation periods, moreover, parent-teacher meetings/ conferences are tailored to meet individual parents' needs.

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

Parents are encouraged to become volunteers in their child's classroom during engagement of group work planned in lessons or during vocabulary and/or English language development periods.

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

Parents are expected to monitor their child's progress by being a subscriber to the parent portal where they have access to real time grades their children are earning to be able to follow up at home. Parents are encouraged to discuss their children's attendance and assist in monitoring their homework. Parents will have workshops on tips on how to implement a strong two-way communication system on these matters with their children.

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 parents are welcome at all times to consult, discuss decisions relating to their child's progress in school. They are invited to be partners in their child's education and to be vested in their child's education.

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 are required to set academic goals and to monitor their tardies and attendance that greatly impacts their performance in school throughout the school year. Teacher have one-on-one conferences with each of their students to assist them in setting goals.

**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.

Increase parent workshops for parent engagement (b) Provide ongoing parent-information sessions improve parent-school relationship and collaboration through Parent Engagement Coordinator. (c) Monthly NCLB meetings, as well as, parent Reading and Math tutoring sessions via Achieve 3000 and Go Math Applications. (d) 3rd and 4th Quarter ESL classes for parents.

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

Account(s)	Description	Allocation		
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$	0	.00
53405	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$	300	.00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	726	.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
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54505      **Admission and Registration Fees, Subscriptions and memberships**  
For Parents use only.

\$	0	.00
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<p>54205</p>**Travel**  
Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.

\$	0	.00
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<p>54565</p>**Reimbursements**  
Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.

\$	0	.00
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<p>53510</p>**Postage**  
Must be used for parent and family engagement programs only.

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

\$	0	.00
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55005      **Furniture and Equipment**  
Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.

\$	0	.00
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