Josefa Ortiz De Dominguez Elementary School / Plan summary

2018-2020 plan summary

Team

Name	Role	Email	Access
Julieta Alvarez	Bilingual Program 2nd Grade Teacher	jalvarez2@cps.edu	No Access
Arelis Ramirez	Bilingual Program Kindergarten Teacher/LSC Teacher Rep.	aramirez3@ccps.edu	No Access
Alejandra Dorantes-Cedillo	Instructional Coach	amdorantes-cedill@cps.edu	Has access
Guadalupe Gonzalez	AP/NCLB Coordinator	ggonzalez1@cps.edu	Has access
Celia Ruiz	Bilingual Program Coach	cruiz@cps.edu	No Access
Meg Cahill	Sped. Resource Teacher	mmcahillmcgovern@cps.edu	No Access
Anabel Tapia	Bilingual Program 1st Grade Teacher/ILT	atapia25@cps.edu	Has access
Laura Mota	Counselor/Case Manager	llmota@cps.edu	Has access
Cruz Elena Gamboa	Computer Resource Teacher/LSC Teacher Rep.	cegamboa@cps.edu	No Access
Dulce Alvarez	LSC ESP Rep. /SECA	dlopez4@cps.edu	No Access
Rob Castaneda	Bitty Ball/Partner	rob@beyondtheball.org	No Access
Amanda Lindsey	Headstart Program Teacher	amlindsey2@cps.edu	No Access

Angelica Herrera-Vest	Principal	aherrera-vest@cps.edu	No Access
Elena Smith	1st grade General Program Teacher	mlfrance@cps.edu	No Access
Monica France	2nd grade General Program Teacher	emsmith18@cps.edu	No Access
Evaleen Garza	SEL Resource Teacher	egarza@cps.edu	No Access

Team meetings

Date	Participants	Topic
01/29/2018	Administration Planning	Organizational
01/30/2018	Facilitator's Meeting	Organizational
02/02/2018	SEF Groups Meet to complete SEF	SEF
02/26/2018	Admin/CIWP members	Priorities
02/27/2018	Admin/CIWP members (4)	ACTION PLAN
03/13/2018	CIWP members (5)	Work on Goals and Strategies

School Excellence Framework

Culture of & Structure for Continuous Improvement	4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1   2   3   **4**

School shares mission at Pre-k to 2nd grade parent orientation meetings in September, there is a parent handbook where expectations are outlined, the mission is visible throughout the building on bulletin boards, mission as well as values are incorporated in to the instruction/posted throughout the building, classrooms and gym. Teacher leaders attend N7 PD and ILT, coaches and teacher leaders present professional development at the school.

Show a video of what the mission looks like and showcase in the main hall during report card pick up and orientation days. Any school communication sent out includes the mission as part of the letterhead. Mission is included on the teacher and monthly newsletters and principal communication. . Mission was reworded to be parent and child friendly. ILT is working on creating a schoolwide document which that outlines what the expectations are for each grade level by the end of the year. In the Five Essentials the criteria for collective responsibility improved to 68% placing us in the strong range. Bilingual PLC is taking lead in creating units of study for ELLS and General Program which is driving curriculum at the school level. They meet once a month. AP and teachers provided 3 workshops to parents at the monthly Title 1. Math has been the focus, as we implement the new curriculum, GO Math. The ILT, level team and MTSS committee are using data to tier students and create actual goals for improvement which is used for MTSS intervention strategies. Weekly or Biweekly administration meetings are held with non teaching leads for cohesive planning in multi facets of the school. Principal directed meetings are inclusive of ELL students and teachers of Diverse learners. Program coherence, according to Five Essentials Survey is very strong. Mission is displayed around the school building, visible to parents and students.

Recommendation: Identify key players to follow up with learning goals, expectations and process by scheduling a time to meet with teachers individually to analyze data. School priorities/goals will be limited to 3.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

Score

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

1   2   **3**   4

evidence, exchange ideas, and propose and implement solutions to challenges to school improvement.

The ILT meets twice a month for 2 hours. Norms were developed by ILT and are followed. Meetings are facilitated by the instructional coach and there is representation from all grade levels and most programs. Grade level representatives report to their teams and bring back any concerns and/or recommendations for improvement. There is an agenda with clear objectives for every meeting. The ILT reviews data regularly(at Benchmarks) using the problem solving process. They discuss possible root causes, set goals, and create action plans. The ILT conducts learning walks, reviews data to help determine where practices need improvement and plans for professional development and follow-up coaching as needed. The ILT's work and goals are aligned with the CIWP Strategy 1: Curriculum.
Recommendations for improvement: Ensure that there is representation from special education. Administration is part of the ILT committee.

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

Professional Learning:

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

Score

1   2   3   **4**

Professional learning is varied to meet the needs of all teachers. Job-embedded professional development opportunities include weekly grade level team meetings, daily common planning periods, quarterly unit planning days, peer observations, time for discussion around professional reading, support and learning around the MTSS process and interventions, data conversations and application of the problem solving process, training around social-emotional learning and interventions such as Check-In Check-Out, coaching and collaboration time with the instructional coach, learning around Agency, Authority, and Identity as defined by the TRU Dimensions, and training around interactive read-aloud. A team of teacher leaders attended the Network 7 Summits and brought back information to present to the grade levels. New teachers are provided additional support through a structured mentor program which includes an assigned mentor, monthly support meetings, peer observations, and coaching. The ILT is reading and learning about curriculum mapping in an effort to improve coherence in instruction through vertical mapping. 100% of Bilingual Program teachers also participate in off-site professional development opportunities by attending the Bilingual Conference, Saturdays with OLCE, N7 Summit Trainings, WIDA trainings, Framework Fests, Webinars, Go Math trainings, N7 Guided Math series, CFE grant writing, and programs offered through the Art Institute of Chicago. Teachers also form part of professional learning communities such as the Pre-school Program Standards Advisory Committee, Computer Science Professional Learning Team, and the Principal Advisory Board. 100% Pre-K teachers attended COPA. 100% of Bilingual Program teachers attended the Bilingual Conference. 100% of Kindergarten teachers attended KIDS training. Teachers agree that professional learning is a priority in our school as evidenced by the 5 Essentials rating of Very Strong. Principal is member of Principal Fellowship Program at Northwestern Kellogg School of Management. Collective responsibility strong in Five Essentials. We have 1 teacher who will be renewing her NBPTS certification. SECAS will participate in training (how to restrain students) in April.

Guide for Professional Learning

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

Evidence, Measures, and Standards

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

✓ Teaching the Teachers
✓ Making Better Use of Research
✓ Upcoming Professional Learning Opportunities
✓ Framework for Teaching PD Modules

Aligned Resources:

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

Score

1 2 3 **4**

The CIWP is always aligned to school's mission. The school is responsive to students' needs. Teachers/administration apply for grants. Materials are purchased to support school's mission and are provided to teachers in a timely manner so that instruction is not negatively impacted.There is an active PPLC, who meet regularly, and supports decision regarding curriculum and programing are data driven. We are beginning to use NWEA and mClass data to drive instructional practices in order to improve levels of student achievement. We are currently using BAS, and Go Math assessments to monitor student progress and drive instruction.

Whenever possible, teachers and/or ESP are invited to participate in interviews to align with a collaborative hiring practice. The administration put together a list of interview questions provided by the teachers. Teachers are given a grade preference form at the end of the year and staffing decisions are always driven by teacher certification. and student need. Training is differentiated for grade levels and teachers. Itinerant staff are available to collaborate with teachers when requesting support. and participate in the MTSS process. Special consideration is granted to when selecting curriculum to students with IEP and those with meeting ELL criteria. Effectiveness of schedules is monitored to ensure instructional time is maximized and changes are made as needed. Community programs that are working include: Beyond the Ball (we adopted their values), New Life community outreach, Vision & Dental Clinics, UIC Partnership, Mujeres Latinas en Accion, etc.. We provide reading/math night for parents. Time distribution was revisited to address needed changes to implement a more balanced literacy approach. Teachers created a list of questions to give to potential candidates. An exit interview survey to gather information to improve teacher retention. Attendance data is shared on a monthly basis.

LSC and PPLC min. are placed in the faculty lounge for all to have access. Teacher of Special Education Cluster Programs have common planning periods to facilitate collaboration across, as well as Bilingual Program Teachers. Ingenuity Creative Education Fund Grant for dance was received for 2nd graders. Teachers apply to the Chicago Public Education Fund and Donors Choose. AP created a protocol for analyzing data. Literacy units are revisited every quarter to make adjustments. Bilingual Program PLC is creating ESL units to be used schoolwide. School uses manipulatives, FOSS kits, Go Math, IXL,Reading A-Z, Raz and Scholastic Magazine.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

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

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

Expectations for depth & breadth of Student Learning   4 of 4 complete

Curriculum:

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

Score

1   2   **3**   4

All grade levels have quarterly literacy units that are teacher-created and aligned to the CCSS. These same units are used for ELLs (Spanish) and diverse learners. Teachers review these on a quarterly basis and revise them to ensure grade level appropriateness and alignment to the standards as well as to adjust pacing and assessments as necessary. The ILT meets twice a month to work on curriculum mapping to ensure that there are no gaps or unnecessary repetitions in instruction. We are in our second year of Go Math Program implementation. 95% of teachers received training. Program is aligned to the CCSS and provides resources in both English and Spanish as well as resources for intervention and enrichment. We are in our 3rd year of implementation of the Second Step (SEL) program. It is implemented in all grade levels and across programs. Additionally, a special is dedicated to social emotional learning and supports Second Step. We are in our 3rd year of implementing CODE. Students in K-2 receive instruction in CODE at a special. A Bilingual Program PLC meet twice a month and are currently developing ESL units for implementation in grades K-2. Units will integrate Science and Social Studies.These are aligned to the ILSS and NGSS. We continue to partner with UIC-Health and Nutrition Program. All students Pre-K - 2 receive instruction. Our physical education teacher provide Sex Education in grades K-2.
Recommendations: Continue to revise and review units to ensure grade level appropriateness as well as a balanced literacy approach.
Continue to work on alignment of curriculum. Continue to develop ESL units.

Guide for Curriculum

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

- **Integrate academic and social emotional learning.**
- **Connection to real world, authentic application of learning. For example,**
  - Provide opportunities for meaningful project-based learning.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
  - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
  - Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ CPS Content Frameworks: Math, Science, Social Science, and Literacy ✓ CPS Literacy Scope and Sequence ✓ CPS Math Scope and Sequence Guidance ✓ Digital Citizenship Curriculum ✓ K-12 Financial Literacy Guide ✓ Personal Finance 3.0 Course ✓ Physical Education Scope & Sequence ✓ Health Education Scope & Sequence ✓ Interdisciplinary African & African American Studies Curriculum ✓ Interdisciplinary Latino and Latin American Studies Curriculum	

Instructional Materials:

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

> We implement the CS4A coding program at grades K-2, Use Go Math Program. Teacher developed literacy units are aligned to CCSS/Equip Rubric was used to develop units. Literacy units are updated every quarter, including assessments. Classrooms have class sets of books for units. Differentiation is imbedded in the units. Every classroom has a document camera. iPads, subscription to RAZ kids, Brain Pop, and Scholastic Newsweek for the Bilingual Program. Plugged and unplugged activities to relate to the real world.
>
> Recommendations for improvement: Evaluate the appropriateness (developmentally) of materials and assessments used in literacy units. Include non-print supplies to promote active, hands-on learning that address the needs of the total child. Look into including more media. Create a school account for apps. Look into phonics programs to support literacy block. Multi ethnic texts are part of the literacy units. School has a leveled library for teacher use. LLI is used for intervention. Students in the the Special Education Program have assistive technology such as Touch Screens. Bilingual Program classrooms have libraries with text in both Spanish and English. Teachers are able to select books with the used of Scholastic dollars. We are in our second year of Bernie's Books donation. Proceeds from Scholastic book fairs are returned through Super Chico, Attendance incentives and other school-wide initiative.

Guide for Instructional Materials

Instructional materials (including technology) are…..

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

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

Evidence, Measures, and Standards

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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

✓ Universal Design for Learning Guidelines 2.0
✓ UDL PD Modules
✓ CPS Integrated Library System (S.O.A.R.)

Rigorous Student Tasks:

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

Score

1   2   **3**   4

Literacy units are aligned to CCSS and are revised as needed, by the ILT, after reviewing student performance. Units include complex texts (50% fiction, 50% non-fiction) and rigorous tasks. Learning is scaffolded and monitored through formative and summative assessments. Summative assessments address multiple standards. Teachers provide multiple opportunities for student discourse throughout the day and across content areas (e.g. Math Talks, Interactive Read Aloud). Student progress is monitored formally and informally through teacher observation, exit slips, BAS, mClass Math, as well as formative and summative assessments. School sent a team to the Network 7 Summit meetings to learn about Agency, Authority and Identity. Information was then brought back and team presented at the Principal's Directed Meetings to all grade levels. Teachers created Look Fors related to A,A,I to be used when conducting a walkthrough.
Recommendation: Improve coherence in literacy curriculum through vertical planning which includes pre-K. Ensure level of rigor by implementing professional development around the DOK in all grades and A, A, I. Continue to send teacher leaders to Network 7 training.

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

Transitions, College & Career Access & Persistence:

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

Score

1   2   **3**   4

Following are some of the practices that support this category: We support grade to grade transition by providing an end of the year progress report that provides information on students with the receiving teacher at Ortiz and at the receiving school, Gary. The Benchmark Assessment System data is shared on Google Drive. Students who transition to the General Program are monitored throughout the year. In Collaboration with feeder school students received summer support to assist with transitioning to the new school for 3rd grade. We have a uniform curriculum to assess the effectiveness of the interventions. We are participating in CODING as CS4A is implemented for all students K-2nd. We have visits at the end of the year to Gary the receiving school and vice versa for incoming Kindergarten students. SEL prep will conduct a resource unit on careers. We support college and career day by displaying college banners throughout the building. We had a parent workshop where selective enrollment schools criteria was presented. Parent group will visit selective enrollment -7th and 8th Academic Centers grade programs at Lindblom H.S. We use the logging tool in Gradebook for MTSS. Gary preschoolers are invited to Ortiz's assemblies. Vertical panning is being done through the creation of ESL/Social Studies/Science units.

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

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

CPS SCHOOL EXCELLENCE FRAMEWORK   17

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

Instruction:

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

Score

1   2   **3**   4

The following instructional practices are present: Gradual Release of Responsibility, Think-Pair-Share, Turn and Talk, Collaborative Student Work, Guided Reading, Guided Math, Flexible Grouping, Math Talks, use of conversation cards, and anchor charts. Teachers adjust instruction and differentiate based on student needs. Unit assessments allow for students to respond orally or to dictate responses. Intervention is built into instruction and progress is monitored regularly using DRA, BAS, mClass math, and teacher checklists. Teachers use a variety of low and high level questions daily (e.g. Interactive Read Aloud, guided reading, math talks). Teachers ensure all voices are heard and respected through the use of equity sticks, sentence frames, and conversation cards.

Recommendations for improvement: incorporate more student choice in assessment.

Guide for Instruction

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ CPS Framework for Teaching with Critical Attributes ✓ CPS Framework for Teaching Professional Learning Modules ✓ CPS Framework for Teaching Professional Learning Opportunities ✓ Special Education Addendum ✓ English Language Learner Addendum	CPS SCHOOL EXCELLENCE FRAMEWORK 10

Balanced Assessment & Grading: Score

A balanced assessment system effectively measures the depth and breadth of student learning and monitors student progress

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

> Grade levels share a common grading policy, which is shared with parents at the beginning of the school year. Grade levels also have common assessments and rubrics for consistency in grading. In addition to Gradebook progress reports, teacher-created progress reports are sent home and remediation plans are developed in conjunction with parents when needed. Graded work is sent home regularly. In Pre-K, My Teaching Strategies reports are sent home and conferences held when there is a concern. The number of parents using parent portal continues to increase. Assessments are varied to give students multiple opportunities to be successful (checklists, exit slips, oral exams, dictation, etc.) Progress monitoring data is collected regular for students receiving Tier II and Tier III interventions.
> Recommendation for improvement: Continue to explore alternate pathways to demonstrate learning.

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS* and *Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of** universal design **and use of accommodations and, where needed, modifications.**
  - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
  - Work together on building common assessments within a department, course, or grade level team.
  - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit.
  - Use common protocols and calibrate on scoring and grading in teacher teams.
  - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
  - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
  - Measure, report, and document student progress and proficiency:
    - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
    - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
  - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
  - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

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

Multi-Tiered System of Supports:

Score

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.

Differentiation is built into literacy units. Units are adjusted based on student work. BAS results are located on Drive for transparency purposes. BAS data and mClass data is now used when tiering students. AP and office staff follow up with parents of students who are frequently absent. Teachers celebrate perfect attendance in newsletters. Alls are made to the home on a daily basis to parents of students who are absent. There is a student attendance raffle and students receive perfect attendance certificates on a quarterly basis.

Teachers complete remediation plans with parents on a quarterly basis. Progress monitoring with BAS and mClass is on-going. Intervention progress is being tracked/ graphed for students in Tier III in order to provide documentation in cases where possible referrals are required through the MTSS process. Intervention committee meets on a bi-monthly basis to collect data and monitor student progress. Check In and Check Out is used as a Tier II intervention for SEL. Tier II letters are sent out to parents.

We provide additional support after school for 2nd grade, ELL students. They meet 3 times a week for an hour. There is a menu of interventions on drive for teachers to use as needed. An after school program that will meet two times a week for an hour to support students in 1st and 2nd grade who are not at benchmark.

Recommendations for improvement: Include more hands-on and performance based learning to address different modalities. Provide time for classroom teacher and interventionist to collaborate. Provide intervention support in math. Provide clearer steps for systems in place:referrals.

In response to recommendations 2016-2018, the following practices have been implemented: 1) First grade teachers have modified Language Arts unit assessments to allow for a transition from oral and written responses as the year progresses. 2) Teachers who are unable to attend scheduled after school MTSS meetings are invited to make appointments to meet with MTSS at alternate times. 3) A teacher has been designated lead. Our new math curriculum includes TIER 1 and Tier 2 interventions and teachers are attending Math PD. 4) A representative from the Office of Early Childhood Education is scheduled to provide MTSS to Early Childhood Teachers. 5) Additionally, a committee has been formed to monitor the efficacy of the existing Check in and Check Out program, and made improvements to collect data.

Recommendations for 2018-2020: 1) A whole school presentation on moving tier 3 students to opening a referral and preparing for a DOMAIN meeting. 2)In house MTSS PD during opening week specifically for new teachers as well as ongoing support to address their concerns and question regarding MTSS.

Guide for Multi-Tiered System of Supports

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1　2　3　**4**

School values are posted and painted throughout the building. Values are posted in all classrooms as as well as in the gym. Pictures are added to posters so that children have a visual of what the values look like,for example, voice level chart. Teachers and paraprofessionals support the SEL program Second Step by applying the resources in order to have a common language throughout the school. We convey high learning expectations by incorporating a voice level chart, provide differentiated instruction in classrooms, verbal praises, high fives, and cheering, exit slips, self surveys , and check in-out checklist. Lesson plans include connections to content standards. Lesson plans include strategies that connect different disciplines and include instructional strategies to anticipated student questions and student interest. Lesson plans include modifications for students with special needs. We encourage students to take ownership of their work by encouraging them to be a Super Chico. Celebrations are held once a month to highlight students who are students of the month. We provide quarterly perfect attendance awards. Student work is displayed outside classroom for all to see. Gym teachers use stations in gym class in order to practice and self assess learned skills. Teachers provide feedback so students take the initiative to correct errors. Students are taught to persevere (value) and that it is okay to make mistakes because we learn from them. ,A,A,I learning from the Summits is started to be incorporated on a school wide level. In Second Step Program: in the skills practice students practice skills they have learned through scenarios that could happen in real life. They allow students experiences that show them they are valued members of fa community. They ask students what they need to move forward to the next level. Students are provided with grading criteria and rubrics at beginning of lessonsThe Check in Check Out Program has been formally structured. . We partner with UIC Chicago Partnership for Health Promotion-promotes good nutrition and physical activity in school. During breakfast, teachers are encouraged to talk about the SEL units, for example, empathy scenarios and experiences that students are having. , Sex ed curriculum has been incorporated at gym period. Our Super Chicos got capes to wear during the month. We hold 2 Scholastic Book Fairs for students and parents. Books from sales are used for incentives. In the School Climate Self Assessment we scored 10 out of 16 Established and 6 out of 16 Exemplary. We have seasonal birthday celebrations. LSC minutes and PPLC minutes are posted in the teacher's lounge. We hold a back to school fair where students get to meet their new teacher. ESP created a name for our mascot-JODY. We had a year theme for the staff and students-Superheroes. We participate in the Letters to Santa Program, Bernie's Books.NED Show. We hold an End of Year Perfect Attendance Assembly.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**

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

Evidence, Measures, and Standards

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

Relational Trust:

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

Score

1   2   3   **4**

School Climate self-assessment scored high scores fell in the Evident and Exemplary ranges. We provide training to engage diverse families and communities. Special needs, ethnic, language differences are valued. One metric, Five Essentials, teacher-teacher and teacher-principal trust went from Continue with community building activities such as "dress up days".
Teacher -Principal trust in the Five Essentials is Strong. Teacher influence in Five Essentials is Strong.Instructional Leadership in Five Essentials is Very Strong.Teacher -Teacher Trust is Strong.Teacher -Parent Trust is Strong. Score in the My Voice My School wa a 9 out of 10. School-wide scores in Classroom Environment on REACH are high. Student is valued and now with A,A,I is being further developed.
The MTSS process in place is strong and provides interventions to support student progress. Starting to look at the whole child and look not just at academics but also social emotional aspects of students. Visitors always comment on the school climate and culture.

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

Student Voice, Engagement, & Civic Life:

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

Score

1   2   **3**   4

Ortiz offers after-school programming to all students K-2 through the K-8 Ost Program. Summer programming is offered to all students in the summer through Project Play. Attendance is kept through cityspan. . We network with Midwestern University, Northern Illinois University and Northwestern and Lurie Children's Hospital to measure impact of programming. We additionally, work with Beyond the Ball to address chronic tardiness through their after school program. Continue parenting training through NCLB/BIL meetings. Reinforce school wide behavior and learning expectations. Teachers recommend at risk students to work with Beyond the Ball. Students have choice at circle time during after school sessions, there is discussion at the beginning of program, learning activities are frequently updated or changes based on student participation. Coaches have frequent conversations with students about learning throughout programming (i.e. circle time). Students ideas for programming are taken into consideration when planning programming,

Teacher make recommendations for Gary's 3rd gifted program. School-wide values include: Responsibility, Community, Respect, Teamwork, Perseverance and Leadership. Teacher teach values throughout the year. Principal welcomes students to her office. They are sent to office to read to the principal. Since the school is a voting site teachers explain the process to our young students. Teachers give out surveys to families to learn more about the students. As a school teachers do quite well in 1b., 2a., and 3c., in the CPS Framework for Teaching. School completed the schoolwide School Climate Self Assessment and 10 indicators fell in the Established range and 6 indicators fell in the Exemplary range. We had an after school ESL tutoring program funded by OLCE. Our attendance for the past three years has been 95% and above. Parents gave received Math training through the ESSA and BAC committees. Teachers incorporate the school values throughout the curriculum

Guide for Student Voice, Engagement, & Civic Life

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
  - **Become informed voters and participants in the electoral process**
    - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
    - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
    - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
  - **Engage in discussions about current and controversial issues**.
    - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.

- With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
- Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
  ○ **Explore their identities and beliefs**
    - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
    - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
    - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
  ○ **Exercise student voice**
    - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
    - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
    - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
    - Authentically **interact with civics leaders**
    - Students learn about community, city, state, and national civic leaders and their roles in civil society.
    - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.

  ○ **Engage with their community**
    - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause

  ○ **Take informed action** where they work together to propose and advocate for solutions.
    - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
    - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.

  ○ Experience a **Schoolwide civics cultur**
    - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
    - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
    - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	• MVMS Student Survey completion rates and results • Artifacts from student-run organizations and events (including SVCs) • Meeting minutes/agendas that include student participation • Policies regarding student engagement in decision making • Service learning reports and/or reflections of SL projects • Unit and curriculum maps, rubrics, assessment artifacts • Evidence of student work • Democracy School recognition
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HST Standards

Safety & Order:

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

Score

1 2 **3** 4

School-wide expectations are shared with all stakeholders. Teachers teach, model and reinforce clear behavior expectations for all areas of schools. Adults use active supervision (move, scan, and interact) in all settings. Security rounds are done daily. We emphasize proactive, instructive, and restorative approaches to students 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.Script has been developed and used by all when calling parents to advise of their child's misbehavior. School provides clear procedures for reporting and responding to safety concerns. ELSA is reviewed every year with all staff. School manages efficient and orderly transitions between activities. Well managed classroom routines and procedures maximize instructional time. Arrival and dismissal, and other school-wide transitions are safe, efficient and orderly. We provide a framework for positive behavior throughout the school based on school values and expectations. Noise level chart posted around the building. Alternate tornado safety areas were identified. Student emergency pick up forms are kept in a cohesive binder in case of emergency. FIMS security plan was updated in the beginning of year. An updated Alpha is created every Monday.
Recommendations for improvement: Doors in Pre-k doors need to be fixed, they do not open in cold weather. Security cameras outside school are not in working order.

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

Restorative Approaches to Discipline:

Score

1 2 **3** 4

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

School takes a proactive approach with expected school-wide behavior. School has learning and behavior expectations that are posted around the building and incorporated in the SEL program. All classroom have behavior tracking systems in place. Classroom routines and structures are in place that support positive behavior. SEL program is supported by a 60 minute weekly period provided for K-2. MTSS process is in place and addresses interventions for students in Tier II and Tier III. Restorative practices, involve parents in the discipline process. There is a Check In Check Out system in place for students needing additional support. AP oversees and integrates services provided by social worker, counselor, and parental support for those students. Our impact data supports our score.
MTSS has initiated a new protocol/form for teachers to use when requesting assistance specific to behaviors. It is recommended that Admin continue to provide the referring teacher with feedback concerning follow through.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
  - A team meets regularly to organize systems that support a restorative environment.
  - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
  - Well-managed routines and transitions maximize instructional time.
  - Engage families as partners.
  - Contact families frequently to inform them of positive student behavior and progress.
  - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
  - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
  - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.

- Use data to determine which behaviors should be retaught or more heavily reinforced.
   - Explicitly teach expected behavior and positively reinforce consistently school-wide.
   - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
   - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
   - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
   - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors.Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
   - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
   - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
   - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
   - Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Evidence, Measures, and Standards

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

Parent and Family Partnership:

Score
1   2   3   **4**

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

Communication to parents is sent out in both English and Spanish. Robo calls are sent in both languages. Monthly calendar and principal newsletter is distributed to all. Agendas to upcoming meetings are distributed and posted. Teacher provide a weekly or monthly newsletter with classroom information. Book fair is provided twice a year for parents and their children. Parents are volunteers at the book fair. Assemblies are well attended. LSC includes opportunities for public participation at every meeting. Office staff and administration are available to support parents upon request (open door policy). Parent handbook, in both Spanish and English is distributed to all parents at Back to School Fair. Security supports parents at arrival-assists children out of cars to expedite drop off and avoid double parking. Parents are active participants in school events,like Dia del Nino. We have an ongoing parent lending library available in November. Active BAC, LSC, NCLB with no vacancies. Robo calls are made to parents for days off and school activities. Bulletin board outside is kept updated.
Suggestions to improve: Conduct robo call for all days off. Keep outside bulletin up to date. Clerk assisted parents to sign up for the volunteer program. FIMS safety drills are up to date. All significant incidents/accidents reported are documented on Verify. AP and
five teachers provided Go Math Training at four parent meetings.

Guide for Parent and Family Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
   - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**

- Host events for parents to share with other parents how home and school complement each other.
- Share best practices around learning and development with parents to support students at home.
- Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
- Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
- Assist parents to volunteer in the school and/or participate on teams/committees.
- Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
  - ○ **Frequently communicate with families about class and individual activities and individual student's progress.**
    - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
    - Send regular, positive, personalized communication from a staff member.
    - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
  - ○ **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
    - School responses to student excessive absences and/or tardiness includes outreach to families.
  - ○ **Provide proactive communication (e.g. parent handbook and resources).**
  - ○ **Partner equitably with parents speaking languages other than English.**
    - Information is provided to parents in their native language.
    - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING
- ✓ Parent Support Centers
- ✓ Parent University
- ✓ Parent Portal

CPS SCHOOL EXCELLENCE FRAMEWORK

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1 **2** 3 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Curriculum	**1** 2 3 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 **3** 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 **⊘**

3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 ⊘
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ⊘
4	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 ⊘
4	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 ⊘
4	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 ⊘
4	Expectations for Quality & Character of School Life: Parent and Family Partnership	1 2 3 4 5 ⊘
4	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 ⊘

Goals

Required metrics (Elementary)   1 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
National School Growth Percentile - Math					
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
% of Students Meeting/Exceeding National Ave Growth Norms					
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
African-American Growth Percentile - Reading					
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
Hispanic Growth Percentile - Reading					
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
English Learner Growth Percentile - Reading					
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
Diverse Learner Growth Percentile - Reading					
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
African-American Growth Percentile - Math					
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)

Hispanic Growth Percentile - Math

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

English Learner Growth Percentile - Math

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

Diverse Learner Growth Percentile - Math

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

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

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

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

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

National School Attainment Percentile - Reading (Grade 2)

(Blank)	(Blank)	37.00	(Blank)	(Blank)	(Blank)

National School Attainment Percentile - Math (Grade 2)

(Blank)	(Blank)	48.00	(Blank)	(Blank)	(Blank)

% of Students Making Sufficient Annual Progress on ACCESS

(Blank)	28.10	(Blank)	(Blank)	(Blank)	(Blank)

Average Daily Attendance Rate

(Blank)	95.90	95.70	96.00	96.00	96.50

My Voice, My School 5 Essentials Survey

Remain at Well Organized for Improvement.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)

Custom metrics   2 of 2 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
BAS ATTAINMENT					
As of MOY attainment was 47% on or above level. Attainment goals for 18-19 will depend on EOY results for 17-18.	55.00	(Blank)	60.00	65.00	68.00
mCLASS MATH ATTAINMENT					
As of MOY attainment was 53%. Attainment goals for 18-19 will depend on EOY results for 17-18.	41.00	(Blank)	58.00	63.00	68.00

Strategies

Strategy 1

If we do...

Vertically align the curriculum with clear expectations for each grade level and redistribute time to reflect a more balanced literacy block

...then we see...

students engaged with developmentally appropriate curriculum that is balanced and limits gaps and overlap

...which leads to...

an increase in student attainment as measured by various assessments (BAS, DRA, formative and summative assessments)

Tags:
Curriculum Design, Collaboration, Academic rigor, Units of study, Aligned assessments, Curriculum mapping, Vertical alignmet

Area(s) of focus:
1

Action step	Responsible	Timeframe	Status
ILT will continue to meet twice a month to work on the alignment of the reading curriculum continuing with foundational skills and language standards.	Instructional Lead Teacher, ILT	Jul 2, 2018 to Jun 30, 2020	On-Track

Vertical alignment, Academic rigor, Interdisciplinary units, Curriculum mapping, Collaborative planning

Bilingual PLC will continue to meet weekly to develop ESL/Social Studies/Science units of study	Bilingual PLC, Bilingual Lead Teacher	Jul 2, 2018 to Jun 30, 2020	On-Track

Curriculum Design, Ell, Lesson planning, Vertical alignment, Units of study, Interdisciplinary units, Collaborative teachers

Enrich our read aloud collection by adding 10 culturally relevant titles per year	Administration, Teacher Teams, ILT	Jul 2, 2018 to Jun 30, 2020	Not started

Multicultural, Units of study, Ells

Based on students' interests, purchase RAZ Kids, RAZ Plus ELL edition, Ixcel, Happy Numbers, Brain Pop, Tumblebooks	Administration, CODE Teacher	Jul 2, 2018 to Jun 30, 2020	On-Track

Math, Technology, Literacy, Student engagement, Student support

Pursue grants for project based learning that incorporate ELLs, diverse learners, and developmentally appropriate practices that extend to the home	Teacher Teams, ILT, BLT, Administration	Jul 2, 2018 to Jun 30, 2020	Not started

Diverse Learners, Project-based learning, Grants, Ells

Adjust schedules so teams can meet across grade levels at least once a quarter	Assistant principal	Feb 4, 2019 to Jun 30, 2020	Not started

Scheduling, Vertical articulation, Collaboration, Planning for instruction

Designate time at PDM for teachers to meet across grade levels to vertically align curriculum and instruction at least once a quarter	Administration, Instructional Lead Teacher	Feb 4, 2019 to Jun 30, 2020	Not started

Scheduling, Collaborative planning, Vertical planning, Planning for instruction

Review time distribution to ensure that all components of the literacy block are addressed.	Teachers, Administration	Sep 4, 2018 to Jun 30, 2020	Not started

Balanced literacy

Strategy 2

If we do...	...then we see...	...which leads to...
Implement a regular practice of individual teacher data consultations	teachers strategically tiering students, planning for, and implementing targeted instruction and intervention	movement of students from tier 3 and/or 2 to tier 2 and or 1

Tags:
Math, Interventions, Progress monitoring, Data analysis, Reading

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status
Hold orientation meeting, informing teachers about the expectations for individual data consultations.	Administration	Oct 1, 2018 to Jun 30, 2020	Not started

Progress monitoring, Problem solving process, Analysis of data, progress monitoring, rit instruction, small group instruction, Planning for instruction

Action step	Responsible	Timeframe	Status
Administration and coaches meet with teachers on an individual basis every 7 weeks to monitor student progress and provide support as needed	Administration, coaches, teachers	Oct 15, 2018 to Jun 30, 2020	Not started

Assessments, Progress monitoring, Support

Action step	Responsible	Timeframe	Status
Schedule MTSS meetings after school every 6 weeks to support teachers with planning for intervention	MTSS Lead, MTSS committee, teachers	Oct 1, 2018 to Jun 30, 2020	On-Track

MTSS, Interventions, Progress moniorting, Support, Instrutional pl

Action step	Responsible	Timeframe	Status
Designate time during Teacher Institute Days at BOY for sending and receiving teachers to meet and discuss progress notes of students who are receiving tier II and tier III intervention	Administration, MTSS Lead, teachers	Aug 28, 2018 to Sep 4, 2020	On-Track

MTSS, Collaboration, Monitoring

Action step	Responsible	Timeframe	Status
Monitor progress of students receiving tier III intervention using school-created document, MTSS Student Tracker, to ensure students receive necessary supports every 6 weeks	MTSS Lead	Jul 2, 2018 to Jun 30, 2020	On-Track

MTSS, Progress moniorting, Student support

Action step	Responsible	Timeframe	Status
Continue to include DL and EL in collection of school-wide data, and analyze progress of subgroups at benchmark windows	Instructional Lead Teacher, Administration	Oct 15, 2018 to Jun 30, 2020	On-Track

Diverse Learners, Ell, Data analysis

Action step	Responsible	Timeframe	Status
Create a template for teachers to use during individual data consultation.	Administration	Aug 1, 2018 to Aug 30, 2018	Behind
Organize available staff to provide intervention support and adjust using data on an on-going basis	MTSS Lead, Administration	Oct 5, 2018 to Jun 30, 2020	Behind

Strategy 3

If we do...	...then we see...	...which leads to...

| Build teacher capacity and develop common language around rigor | teachers engage students in rigorous tasks that challenge them to productively struggle at their individual level | an increase in student attainment as measured by various assessments (BAS, DRA, formative and summative assessments, mClass Math) |

Tags:
Rigorous tasks, Data analysis, Student work, Professsional development

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
Research and identify 2 protocols for looking at student work	ILT, Admin, Instructional Lead Teacher	Jul 2, 2018 to Jun 30, 2020	Not started

Assessment, Student work protocol

Designate time at principal directed meeting to analyze student work products at least once per quarter	Instructional Lead Teacher, Administration, teachers	Jul 2, 2018 to Jun 30, 2020	Not started

Assessment, Collaboration, Student work

Gather REACH data on the level of questioning and provide PD at the beginning of the school year in order to increase the number of teachers attaining distinguished rating in this component	Administration, Instructional Lead Teacher,	Oct 1, 2018 to Jul 30, 2020	Not started

Teacher capacity

Provide 4 professional development sessions around rigor	Instructional coach, administration	Sep 4, 2018 to Jun 30, 2020	Behind

Action Plan

Strategy 1

ON-TRACK
ILT will continue to meet twice a month to work on the alignment of the reading curriculum continuing with foundational skills and language standards."

Jul 02, 2018 to Jun 30, 2020 - Instructional Lead Teacher, ILT

Status history

Jun 11

ON-TRACK   Jun 11, 2018
Evidence
Agendas, timesheets, meeting minutes, curriculum map

ON-TRACK   Bilingual PLC will continue to meet weekly to develop ESL/Social Studies/Science units of study"

Jul 02, 2018 to Jun 30, 2020 - Bilingual PLC, Bilingual Lead Teacher

Status history

Jun 11

ON-TRACK   Jun 11, 2018
Evidence

Agendas, timesheets, units

NOT STARTED Enrich our read aloud collection by adding 10 culturally relevant titles per year"

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

Status history

Jun 11

NOT STARTED Jun 11, 2018
Evidence
Lesson plans, purchase orders, meeting notes

ON-TRACK Based on students' interests, purchase RAZ Kids, RAZ Plus ELL edition, Ixcel, Happy Numbers, Brain Pop, Tumblebooks"

Jul 02, 2018 to Jun 30, 2020 - Administration, CODE Teacher

Status history

Jun 11

ON-TRACK Jun 11, 2018
Evidence
Purchase Orders

NOT STARTED

Pursue grants for project based learning that incorporate ELLs, diverse learners, and developmentally appropriate practices that extend to the home"

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

Status history

Jun 11

NOT STARTED Jun 11, 2018
Evidence
Meeting notes, proposals, grant documentation

NOT STARTED Adjust schedules so teams can meet across grade levels at least once a quarter"

Feb 04, 2019 to Jun 30, 2020 - Assistant principal

Status history

Jun 11

NOT STARTED Jun 11, 2018
Evidence
Schedules

NOT STARTED Designate time at PDM for teachers to meet across grade levels to vertically align curriculum and instruction at least once a quarter"

Feb 04, 2019 to Jun 30, 2020 - Administration, Instructional Lead Teacher

Status history

Jun 11

NOT STARTED Jun 11, 2018
Evidence
schedules, agendas, meeting notes, lesson plans

NOT STARTED Review time distribution to ensure that all components of the literacy block are addressed."

Sep 04, 2018 to Jun 30, 2020 - Teachers, Administration

Status history

Jun 11

NOT STARTED	Jun 11, 2018

Evidence
Time distribution

Strategy 2

NOT STARTED	Hold orientation meeting, informing teachers about the expectations for individual data consultations."

Oct 01, 2018 to Jun 30, 2020 - Administration

Status history

Jun 11

NOT STARTED	Jun 11, 2018

Evidence
Agendas, Meeting notes, action plans, teacher intervention plans

NOT STARTED

Administration and coaches meet with teachers on an individual basis every 7 weeks to monitor student progress and provide support as needed"

Oct 15, 2018 to Jun 30, 2020 - Administration, coaches, teachers

Status history

Jun 11

NOT STARTED	Jun 11, 2018

Evidence
Agendas, meeting notes, action plans, observation notes

ON-TRACK	Schedule MTSS meetings after school every 6 weeks to support teachers with planning for intervention"

Oct 01, 2018 to Jun 30, 2020 - MTSS Lead, MTSS committee, teachers

Status history

Jun 11

ON-TRACK	Jun 11, 2018

Evidence
Agendas, meeting notes, schedule of meetings

ON-TRACK

Designate time during Teacher Institute Days at BOY for sending and receiving teachers to meet and discuss progress notes of students who are receiving tier II and tier III intervention"

Aug 28, 2018 to Sep 04, 2020 - Administration, MTSS Lead, teachers

Status history

Jun 11

ON-TRACK	Jun 11, 2018

Evidence
Agendas, schedules

ON-TRACK

Monitor progress of students receiving tier III intervention using school-created document, MTSS Student Tracker, to ensure students receive necessary supports every 6 weeks"

Jul 02, 2018 to Jun 30, 2020 - MTSS Lead

Status history

Jun 11

ON-TRACK   Jun 11, 2018
Evidence
MTSS Student Tracker

ON-TRACK   Continue to include DL and EL in collection of school-wide data, and analyze progress of subgroups at benchmark windows"

Oct 15, 2018 to Jun 30, 2020 - Instructional Lead Teacher, Administration

Status history

Jun 11

ON-TRACK   Jun 11, 2018
Evidence
Google Doc-Ortiz BAS

BEHIND   Create a template for teachers to use during individual data consultation."

Aug 01, 2018 to Aug 30, 2018 - Administration

Status history

Jun 11

BEHIND   Jun 11, 2018
Problem
Template
Root Cause
Next steps

BEHIND   Organize available staff to provide intervention support and adjust using data on an on-going basis"

Oct 05, 2018 to Jun 30, 2020 - MTSS Lead, Administration

Status history

Jun 11

BEHIND   Jun 11, 2018
Problem
Intervention roster
Root Cause
Next steps

Strategy 3

NOT STARTED   Research and identify 2 protocols for looking at student work"

Jul 02, 2018 to Jun 30, 2020 - ILT, Admin, Instructional Lead Teacher

Status history

Jun 11

NOT STARTED　Jun 11, 2018
Evidence
Protocols, agendas, meeting notes

NOT STARTED　Designate time at principal directed meeting to analyze student work products at least once per quarter"

Jul 02, 2018 to Jun 30, 2020 - Instructional Lead Teacher, Administration, teachers

Status history

Jun 11

NOT STARTED　Jun 11, 2018
Evidence
Agendas, Meeting Notes

NOT STARTED

Gather REACH data on the level of questioning and provide PD at the beginning of the school year in order to increase the number of teachers attaining distinguished rating in this component"

Oct 01, 2018 to Jul 30, 2020 - Administration, Instructional Lead Teacher,

Status history

Jun 11

NOT STARTED　Jun 11, 2018
Evidence
RLS Reports, Agendas, Meeting Notes

BEHIND　Provide 4 professional development sessions around rigor"

Sep 04, 2018 to Jun 30, 2020 - Instructional coach, administration

Status history

Jun 11

BEHIND　Jun 11, 2018
Problem
Root Cause
Next steps

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

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

ESSA Program

◉ ESSA Schoolwide Program

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

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

◯ ESSA Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I

funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

◯ Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy   Complete

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

> An initial parent meeting is held to have parents vote for committee members within the first 20 days of the school year. All parents are provided with a survey in which options for parental programs are provided. The elected committee members meet and tally the parent surveys in order to create a learning plan for parents which will be executed throughout the school year at monthly meetings. The coordinator/AP of the ESSA committee organizes parents, community resources, and teachers, to present topics selected and engage parents in the preparation for those programs to be brought to the school.

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

> Monthly parent meetings are held addressing parenting skills, math activities to complete at howe with their children along with other topics which are selected by the parents at the beginning of every school year. Parents are invited via a written flyers, robo calls, Flyer/invitation with Agenda is posted on exterior parent information board and parent personally invite parents during arrival and dismissal. Proposed date for Title I PAC organizational meeting is Sept. 15, 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.

> Meetings are open all parents in order to plan for improvement and an open forum is used to discuss possible solutions to concerns relating to school safety, procedures, and policies.

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.

> Every 5 weeks parents are provided with school progress reports or report cards to inform them of their children's progress. Parents are also provided with school developed plans for remediation which involve parents', students' and teachers' plan for improvement.

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.

> When and in the case where this occurs parent are each informed via a written notification which provides resources and invitation for parents to discuss the matter with an administrator. Parents are informed of the process as the search for hiring a highly qualified teacher evolves.

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 AP and BLT will hold various meetings with a focus on student attainment of school wide assessments, attendance, learning standards, math instruction, and strategies to effectively communicate with teachers to support student progress in the home.

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 primary focus will be on the Math curriculum to continue to provide activities to support the learning at home. Math boxes that contained the same type of manipulatives used in classrooms were provided to all the parents at the first meeting this year. This practice will continue where the Assistant Principal, classroom teachers , and BLT present Math strategies throughout the year for parents.

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 administrators have an open door policy and there are procedures in place where parents have access to leave messages for the teachers. Someone in the office is readily available to communicate the needs for administrators of instructional coaches to address concerns. Robo-calls are part of the methods used to communicate with parents regarding programs. Parent volunteers are welcome and work closely with the clerk to get their approval and assist with various activities or supporting teachers throughout the building.

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.

Invitations are provided, in both English and Spanish, to each child so that parents are encouraged to participate in all meetings and trainings. Parents are welcomed to to the school and come to school after hours for events such as book fairs, orientation fair, reading night, and report card pick up. The parent meetings usually have 20 -45 participants on a regular basis.

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.

Parents from committees assist in printing the invitations, dissemination the agenda, and inviting parents during arrival and dismissal. All parent communication is provided in both Spanish and English to be inclusive of all parents. Robo-calls are also sent out in both languages.

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.)

The Josefa Ortiz de Dominguez Elementary, and early childhood-focused school, welcomes all children. Teachers work together to provide a high quality education. Students learn values that will prepare them for success in life.

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 uniformly for all students in November and April of each academic school year. In addition, students who are in Tier III or Tier II receive school created progress reports on week 5, 15, 25, and 35. These reports include parents collaborating with teachers to create improvement plans for the students.

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

In addition, students who are in Tier III or Tier II receive school created progress reports on week 5, 15, 25, and 35. These reports include parents collaborating with teachers to create improvement plans for the students. Teachers reach out to parents as needed and AP meets with parents to create

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

All teachers have a voicemail where parents can leave a message during not work hours. There are pre-printed notes that parents can fill out in the office in order for teachers to reach out and or schedule a meeting.

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 can register to volunteer through parent volunteer program. They are invited to go on field trips, attend assemblies. They also participate in school-wide events such as dental clinics, information meetings, Book Fairs, and Teacher appreciation day.

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

Parents are involved during the creating of the learning plan. Monitoring attendance, checking folders/bookbags, and insuring that homework is completed are ways in which parent support student learning learning.

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

The Principal's open door policy is instrumental in tending to parents. Monthly meetings are open for parental participation.

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).

Staff at Ortiz de Dominguez hold high expectations for all students and encourage students to come to school everyday, to be resilient, and to be responsible by participating in school activities.

Parent Budget   Complete

Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.

After reviewing parent surveys, presenters and learning activities will be selected for 5 sessions and math strategies and activities will continue to be presented for the other 4 sessions. One session is completely designated to share school wide data including attendance, BAS, mClass, NWEA, and ACCESS assessment results.

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

Account(s)	Description	Allocation	
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$ 400	.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$ 1400	.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 900	.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)	$	1000	.00

54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$	0	.00

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

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

53510 **Postage**	Must be used for parent and family engagement programs only.	$	50	.00

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

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