Telpochcalli Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
02/15/2018	ILT	SEF- orientation on CIWP 2018-20
01/31/2018	LSC	orientation to CIWP 2018-20
02/28/2018	LSC	update soon CIWP 2018-20
02/27/2018	Network orientation/training	continue orientation to CIWP 2018-20- development
03/01/2018	ILT	SEF- develop CIWP
02/23/2018	Faculty PD	orientation to CIWP 2018-20
03/08/2018	ILT	continue to develop CIWP
03/16/2018	Faculty work session	begin to develop strategies and steps
03/20/2018	LSC	update and progress on development of CIWP
03/22/2018	ILT	continue development of strategies and steps

04/06/2018	SEL team	further develop the strategies for learning more and implementing restorative practices
04/04/2018	Principal meeting w/ network	meeting for feedback
04/13/2018	faculty, staff principal	meeting to review progress
04/25/2018	LSC meeting	reviewed, approved

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**

> Telpochcalli works with a model of shared leadership. As a small school, our mission and vision for success is shared by all. Taking collective responsibility, the principal, teachers and parents have worked diligently to hire faculty and staff that demonstrate the ability to develop their capacity, the willingness to learn and the intention to focus on student success. The high level of faculty and staff retention is evidence that our school is comprised of people who are dedicated to its mission and vision and believe in our students, families and community. As a small school dedicated to working with a shared leadership for many years, open communication, respect and transparency in our work motivates school community members to give their best. The strong evidence reported in the MSMV survey, teacher ratings in professional responsibilities as well as the strong principal rating substantiate this rating.

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:

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

Score

1   2   3   **4**

Telpochcalli's ILT is structured to ensure all members of our faculty and staff are working together and maintain a focus on students. Our ILT is aware and able to keep our focus on improving teaching and learning for all students. Identifying needs by looking at a range of data, ILT members participate and share responsibility for communicating among themselves and with all faculty members. Our ILT meets every other week and reviews progress on chosen goals. Upon making progress based on qualitative and quantitative data presented and discussed, the team reflects on learning, adjusts goals and proceeds to work. We see our work as a continuous cycle focused on improvement.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

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

Professional Learning:

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

Score

1   2   3   **4**

Since its inception, Telpochcalli has had a strong professional community and teacher directed professional development at its core. Our whole faculty PD takes place once a month during extended flex time and our PLCs meet weekly during common prep time. The faculty, in collaboration with the administration, decide the PD priorities for the year and create a plan. The PLCs meet each week and have developed for a three week cycle which includes professional reading and discussion, focus on DL strategies, MTSS/data analysis at the student and classroom level and SEL. Professional protocols guide the sessions. At least once a month our curricular committees and our cluster group teachers meet. Adjustments are made through out the year based on evaluations and feedback sought quarterly. The sessions are lead or guided by teachers, ILT/DLLT member &/or the principal. Collaborative cluster work is facilitated by teachers. When needed, outside providers facilitate the professional development.

We will continue to focus on implementation of strong math learning. In this, we will look closely at our math curriculum using EDM and CM as the guide. Breaking down the curriulum into its foundational skills will support teachers ensuring their instruction, thus, the student learning is building the base for mathematical thinking.

We will continue to build on our work of developing strong DL CCSS units. During the next two years, we will focus on reviewing and strengthening our DL units learning more about UbD. The first year we will work on developing strong essential questions and enduring understandings as well as performance task development. In the second year, we will delve into ensuring the units include metalinguistic learning in both Spanish and English. Additionally, we will deepen our professional learning around integrating the arts supporting the units with robust integrated arts learning.

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**

> Our Five Essentials indicates teachers are collaborative, value professional learning time and believe parents and partner organizations are collaborators in educating all of our students. Teachers and ESP schedules are created collboratively with the principal and teacher teams. They maximize the human resources while ensuring students needs are met. Through a variety of grants and programs, we partner with CBOs and organizations such as Tcep, SGA, CAPE , ISU, UIC. Resources are aligned with the schools priorities which focus on providing quality instruction and programming so student have success and opportunities to grow and achieve.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

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

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

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

Curriculum:

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

Score

1   2   **3**   4

> Telpochcalli has created a curriculum framework which include the language learning and the language of learning for our students in each grade. More work on curriculum planning including better Dual Language units is in progress and needs to continue to ensure high quality and challenging units support all students needs. *************Our work for the next years will include development CCSS aligned units, critique and reflect on the implementation so the units include high quality work and tasks. In the Five Essentials, collaborative teachers, effective leaders gets a very high rating. Ambitious instruction is rated slightly lower so this guides our work to insure curriculum is strong in all curricular areas, but focused on our math curriculum. We have purchased the CCSS EDM and CMP. We are in the first year of implementing this curriculum. During the first year, we will look at the "re-engagement" part of the curriculum. Through professional development, we will learn how to best implement this as a part of the lessons. There will be time for guided practice and then time for observation and feedback. The following year, we will work on the unit assessements and utilize a tool for better analyzing the student results for the unit assessments so we can better target and support our students reaching their growth targets and attainment levels.************Pacing and structure of units and lesson. How do we connect technology learning in math to curriculum?

Guide for Curriculum

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

- Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
  - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
    - Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

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**

> Each classroom has an ample materials for instruction in various content areas. Materials used are described in teacher units and lesson plans. At the same time, each classroom has access to iPad to support learning. Students use a variety of appropriate on-line resources and tools to supplement, challenge and integrate student learning.***Explore the possible use of EDM at 6th grade.

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

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

> ***********In our PLCs, student work is examined by teachers and the principal using the Teacher Talk protocol which guides the process. Additionally, teachers CCSS units are reviewed which includes review of student tasks. Various collaborative opportunities give teachers feedback on the units. DLC has participated in classroom observations and feedback sessions with teachers regarding student learning, probing students tasks and collaborating in continuous improvement. The principal regularly visits classrooms engages students in conversations about their work and provides on-going feedback and dialogue about student progress and instruction. ******DL units are helpful************

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**

***********Pathways to college and careers are supported through work with students on the CPSGo applications and parent meetings. Opportunities to visit HS are shared and supported for our students. Middle grades students have an opportunity to participate in a co-curricular mentoring program which includes HS and college students. This includes workshops with students and parents. During the school day, curriculum is challenging and pushes student to think and participate in their learning and the process of learning. The principal and some faculty have mentored former students through the college selection and application process.

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

Expectations for depth & breadth of Quality Teaching

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 school's faculty draws on a wealth of experience and education on how to best educate students. A high faculty retention rate ensures teachers are skilled and have depth of understanding of content as well as developmentally appropriate practices in place for students. In classrooms, the workshop model for learning supports and individualizes instruction for students. Additionally, this model gives students ample work time so students are engaged in guided practice which includes real time teacher feedback and support. Teachers share classroom dilemas and student work with each other to get feedback and support from colleagues and the principal. Teachers collaborate to share units and lessons. Professional learning and well as principal observations and feedback provides teachers support for continuous improvement.

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:

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

Score

1   2   **3**   4

> Assessments are balanced and focused on students. A variety of assessments are used to guide instruction (exit slips, projects, demonstrations, presentations, unit tests, short quizzes, teacher made tests. Rubrics are created for units and projects which clearly set the objectives and goals for students. NWEA and TRC assessments along with classroom performance indicators are utilized for grouping students and target learner needs in literacy. In math, re-engagement and open response provide opportunities for teachers to group and target student needs. Assessments at the classroom level support DLLs (Dual Language learners) and development in both English and Spanish. Teacher units include formative and summative assessments and are shared with colleagues and administration during professional learning time, conferences and observations.

Guide for Balanced Assessment & Grading
- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS* and *Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of** universal design **and use of accommodations and, where needed, modifications.**
  - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**

- Work together on building common assessments within a department, course, or grade level team.
- Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit.
- Use common protocols and calibrate on scoring and grading in teacher teams.
- Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
  - **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
    - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
    - Measure, report, and document student progress and proficiency:
      - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
      - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
    - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
    - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

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

Multi-Tiered System of Supports:

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

Score

1   2   **3**   4

*********The CIWP includes MTSS as a priority for 2016-18. Each month teacher teams meet to look at students progress. Based on data from the previous year, teachers meet to identify students who are in need of support academically, SE or both at the beginning of the year. A list is compiled from each classroom group. Then, more intensive supports &/or interventions are put in place. Monthly, the results and student needs are revisited and the cycle is repeated. Refining and using data to support our students academic as well as SE needs will be a focus for this CIWP. Although we have worked with something similar this year, we need to ensure we continue to identify students, gather all necessary data and move the students forward. If we continue to implement MTSS using this cycle, we will better target student needs and identify students who have made progress, need to be referred for evaluation or require other services and supports.

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**

- 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

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**

> Our 5-essentials is exceptionally strong in all areas. For many years, student attendance is above the district average and remains in the 94%-96% range. Classroom walks done by administration, faculty, network personnel, visitors and outside educators consistently note the highly respectful and engaged students lead by skilled, committed and compassionate staff and faculty. Universities continually request student teachers be placed at our school due to the high quality teaching and learning environment deliberately created to support all students' learning. Explicitly teaching our students about the growth mindset is present throughout the school. Providing high quality and innovative opportunities for our students to have positive educational and life outcomes is our mission.

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**

> The 5-essentials provides clear and strong evidence there is trust and students, teachers, principal and parents are connected to the work of educating our students in a deep and genuinely caring way. School visits by educators, partner organizations and many others indicate the strong sense of community and caring present in the school at all levels both during school and after school/community programming. Finally, the longer term commiment and retention of faculty, staff and administration clearly supports the high level of relational trust present in the school.

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
  - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
  - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
  - Create opportunities for students to build positive relationships with peers.
  - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
  - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).

- Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
- Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
  - Respect other teachers who take the lead in school improvement efforts.
  - Respect colleagues who are experts at their craft.
  - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
  - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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**

> The 5 essentials, again, provides strong evidence that students are invested in our school, feel supported and contribute to its success. A myriad of co-curricular activities and opportunities exist due to external grants and partnerships which are written and sustained by the principal, faculty and community partners. Our dual language program engages all students in consistent and deep learning of two languages and in two languages. Civic engagement and community learning grants engage student voice and promote student empowerment.

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

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**

> As in past years, the 5-essentials indicates students report feeling supported and safe within the school. The framework for teaching consistently places teachers in the proficient to distinguished category with classroom management, creating an environment of respect and managing student behavior. In the feedback sections of REACH, one of these areas is often noted as an area of celebration. Few student misconducts are noted and respectful interactions between students and among faculty/staff/administration/students is notable. Visitors and observers to the school consistently comment on the climate and culture evident in the school. In Spring 2018, our school was selected by CASEL to receive a visit from a national team to share the SEL practices in place at the school as part of a national CASEL conference.

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

Score

1 2 **3** 4

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

> The 5-essentials survey provides evidence that student-centered restorative practices are implemented. Few student misconducts are noted. The middle school teachers, students and principal are participating in a Quiet time mediation grant funded program to support and continue the calm environment by providing opportunities for students to develop self awareness and contribute to maintaining self-discipline. In collaboration with community schools programming, a variety of way for student to participate in learning, creating peaceful schools and communities is present.

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.

> In addition to high functioning committees that meet regularly such as the PAC and BAC, our LSC is collaborative and conducts monthly meetings to execute its duties on behalf of our school community. As a CPS designated Community School, we provide a wide range of parent and community programs through a variety of partnerships with City Colleges, SGA, CAPE, MSRN and others. In this work, there are class &/or workshops for parents and community members such as GED, ESL, computer literacy, literacy in Spanish, leadership, family counseling, art therapy, health and wellness, Dual language and Self- Defense to name a few. Parent/teacher conferences are attended by nearly 100% of our parents and 100% of our parents report having numerous interactions with the school, teachers and principal throughout the year. The school hosts family movie nights in Spanish each quarter along with Math/Science, Reading and Art nights throughout the year. Additionally, the school hosts numerous other school community events such as Curriculum Night/ Back to School, Art Fest, Dia Del Niño, Spring student art showcase and Tianguis. During the year, parents are invited to demonstrations of learning so students can demostrate and share their learning with parents and other members of the school community.

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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus
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: Rigorous Student Tasks	1 2 **3** 4 5 ⊘
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 **2** 3 4 5 ⊘
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 **⊘**
4	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 **⊘**
4	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 depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 **⊘**
4	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 **⊘**
4	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 **⊘**
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 **⊘**
4	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 **⊘**

Goals

Required metrics (Elementary)   18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
Based on the information provided, our growth is approaching its maximum. For this reason, we set these as our goals.	95.00	88.00	88.00	89.00	90.00
National School Growth Percentile - Math					
Based on the information provided, our goals are set to reflect incremental growth in math.	48.00	25.00	25.00	35.00	40.00
% of Students Meeting/Exceeding National Ave Growth Norms					
Based on the information provided, our goals are set to reflect incremental grow.	59.40	51.60	55.00	55.00	60.00
African-American Growth Percentile - Reading					
NA	*(Blank)*	*(Blank)*	0.00	0.00	0.00
Hispanic Growth Percentile - Reading					
Based on the information provided, our growth is approaching its maximum. For this reason, we set these as our goals.	94.00	88.00	85.00	88.00	90.00
English Learner Growth Percentile - Reading					
Based on the information provided, our growth is approaching its maximum. For this reason, we set these as our goals.	*(Blank)*	87.00	87.00	88.00	89.00
Diverse Learner Growth Percentile - Reading					
NA	*(Blank)*	*(Blank)*	0.00	0.00	0.00
African-American Growth Percentile - Math					
NA	*(Blank)*	*(Blank)*	0.00	0.00	0.00
Hispanic Growth Percentile - Math					
Based on the information provided, our goals are set to reflect incremental growth.	47.00	27.00	27.00	30.00	35.00
English Learner Growth Percentile - Math					
Based on the information provided, our goals are set to reflect incremental grow.	*(Blank)*	40.00	40.00	45.00	50.00
Diverse Learner Growth Percentile - Math					
NA	*(Blank)*	*(Blank)*	0.00	0.00	0.00

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

| Based on the information provided and past performance, our growth is set to reflect incremental grow. | 37.00 | 51.00 | 51.00 | 60.00 | 70.00 |

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

| Based on the information provided and past performance, our goals are set to reflect incremental growth. | 21.00 | 26.00 | 26.00 | 33.00 | 40.00 |

National School Attainment Percentile - Reading (Grade 2)

| Based on the information provided and past performance, our goals are set to reflect incremental growth. | *(Blank)* | 33.00 | 33.00 | 36.00 | 40.00 |

National School Attainment Percentile - Math (Grade 2)

| Based on the information provided and past performance, our goals are set to reflect incremental growth. | *(Blank)* | 33.00 | 33.00 | 36.00 | 40.00 |

% of Students Making Sufficient Annual Progress on ACCESS

| NA | 30.20 | *(Blank)* | 0.00 | 0.00 | 0.00 |

Average Daily Attendance Rate

| Based on the information provided and past attendance, our goals are set to reflect incremental growth. | 94.70 | 94.10 | 94.00 | 94.50 | 95.00 |

My Voice, My School 5 Essentials Survey

| We expect to continue our positive and successful results. | *(Blank)* | *(Blank)* | *(Blank)* | *(Blank)* | *(Blank)* |

Custom metrics

0 of 0 complete

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

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
train teachers on restorative practices	teacher and students finding resolutions to harm that is done which affects relationships and school climate	75% of the students able to take responsibility to heal the harm and put things right using restorative practices learned

Tags:
Responsive classroom, Social emotional learning

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status
survey faculty and staff needs for learning about restorative practices	SEL team	Jun 20, 2018 to Jun 21, 2018	Not started
SEL team will research available resources for RJ PD for faculty and staff	SEL team,	Jul 31, 2018 to Jul 31, 2018	Not started

open a teacher extended day bucket to cover time for the SEL team to meet	Principal	Aug 1, 2018 to Sep 2, 2018	Not started
Find information and readings regarding restorative practices.	SEL team	Aug 6, 2018 to Aug 31, 2018	Not started
Create a restorative practice learning PD plan	SEL team	Aug 27, 2018 to Aug 31, 2018	Not started
Implement the PD plan through our PLCs	teachers, SEL team	Sep 3, 2018 to Apr 30, 2019	Not started
Visit schools that are implementing restorative practices	2 teachers, 2 SEL team members, principal	Oct 1, 2018 to Dec 14, 2018	Not started
post survey teachers on their readiness to pilot restorative practices at the classroom level	teachers, SEL team	May 1, 2019 to May 31, 2019	Not started
analyze the survey to find 3 classrooms who can pilot RJ practices Sy 2019-20	SEL team	Jun 3, 2019 to Jun 15, 2019	Not started
create action plan to pilot RP with students in some classrooms	SEL team with participating teachers	Jun 3, 2019 to Jun 22, 2019	Not started
begin to train students on restorative practice in pilot classrooms	teachers, SEL team	Sep 8, 2019 to Dec 13, 2019	Not started
begin using RS practices in pilot classrooms	teachers	Jan 6, 2020 to Jun 12, 2020	Not started
collect baseline data on student incidents and how they were resolved using RP	teachers, SEL team	Jan 6, 2020 to May 29, 2020	Not started
collect data regarding the success of the practices	SEL Team, teachers	Jan 6, 2020 to May 29, 2020	Not started
analyze data on use of RJ practices	SEL team, teachers	Jun 4, 2018 to Jun 15, 2018	Not started
plan for use of RJ practice in more classrooms	*(Blank)*	Jun 1, 2020 to Jun 19, 2020	Not started

Strategy 2

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

| engage teachers in PD to look across the curriculum at learning progressions in math as related to our EDM and CM curriculums. | teachers better prepared to teach math and provide differentiated instruction | 5% increased student math performance as measured on the NWEA. |

Tags:
Math curriculum, Curriculum review, Curriculum professional development

Area(s) of focus:
1

Action step	Responsible	Timeframe	Status
explore math PD with NEIU professor or U of C PD group for aligning EDM and CM curriculum with CCSS	principal, 2 teachers of math	Aug 1, 2018 to Aug 31, 2018	Not started
open a teacher extended day bucket to cover time for the math committee to meet	principal	Aug 1, 2018 to Sep 3, 2018	Not started
create a plan for math PD	math committee	Aug 1, 2018 to Aug 31, 2018	Not started
look at our EDM/ CM units to align the foundational skills during PLC	teachers of math	Sep 3, 2018 to Dec 21, 2018	Not started
break down grade level foundational skills and prioritize the skills at each grade level	teachers of math, math committee	Jan 7, 2019 to Mar 29, 2019	Not started
use student assessments to determining students foundational skills	teachers of math	Jan 1, 2019 to Mar 29, 2019	Not started
analyze assessments and results in PLCs	teachers of math	Jan 1, 2019 to Jun 14, 2019	Not started
continue to use the established foundational skills scope and sequence to differentiate math instruction	teachers of math	Sep 2, 2019 to May 29, 2020	Not started
analyze student work to determine needs and success of implementing focus on foundation skills at each grade level- PLCs	teachers of math	Sep 2, 2019 to May 29, 2020	Not started

Strategy 3

If we do...	...then we see...	...which leads to...
focus on our Dual Language assessments as part of our CCSS units	assessments that reflect content and language learning for all students	100% of our teachers of ELA and SLA will have assessment and rubrics as part of units aligned to the CCSS

Tags:
MTSS, Assessment, Dual Language, Backwards design

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
open a teacher extended day bucket to cover time for the DLLT to meet	principal	Aug 1, 2018 to Sep 3, 2018	Not started

Task	Team	Dates	Status
review the WIDA levels for language learning	teachers, DLC, MCLT	Sep 3, 2018 to Sep 14, 2018	Not started
level students for Spanish and English learning	teachers, DLC, MCLT	Sep 17, 2018 to Sep 29, 2018	Not started
use/create a protocol to review the assessments that are part of CCSS integrated units	DLLT, DLC, MCLT	Oct 1, 2018 to Nov 2, 2018	Not started
review assessments for language and content learning during PLCs using the protocol	DLLT, MCLT, PLCs	Nov 5, 2018 to Dec 14, 2018	Not started
Create &/or refine assessments for CCSS units	DLLT, teachers, MCLT	Nov 21, 2018 to Jan 23, 2019	Not started
pilot assessments	DLE teachers	Feb 4, 2019 to Apr 26, 2019	Not started
review student results for teacher created assessments	DLLT and PLCs, MCLT	May 1, 2019 to May 31, 2019	Not started
share/ give feedback &/or revise assessments based on student results	PLCs, DLC, MCLT	Jun 3, 2019 to Jun 14, 2019	Not started
explore rubrics used in conjunctions with writing assessments	DLLT, PLCs, MCLT	Sep 3, 2019 to Sep 27, 2019	Not started
refine writing assessment rubrics	PLC, DLCs, MCLT	Oct 1, 2019 to Dec 27, 2019	Not started
pilot "new" /refined use of writing assessments rubrics	DLE teachers	Jan 6, 2020 to Mar 27, 2020	Not started
examine results of writing assessments using the "new"/refined rubrics	PLCs, DLC, MCLT	Apr 6, 2020 to May 29, 2020	Not started
plan for creating rubrics to be used with project based assessment	DLLT, DLC, MCLT	Jun 1, 2020 to Jun 26, 2020	Not started

Action Plan

Strategy 1

NOT STARTED   SEL team will research available resources for RJ PD for faculty and staff"

Jul 31, 2018 to Jul 31, 2018 - SEL team,

Status history

Apr 29

| NOT STARTED | Apr 29, 2018
Evidence
SEL team meets to review resources, meeting agenda and notes |

NOT STARTED   Find information and readings regarding restorative practices."

Aug 06, 2018 to Aug 31, 2018 - SEL team

Status history

Apr 29

| NOT STARTED | Apr 29, 2018
Evidence
evidence of readings |

NOT STARTED   Create a restorative practice learning PD plan"

Aug 27, 2018 to Aug 31, 2018 - SEL team

Status history

Apr 29

| NOT STARTED | Apr 29, 2018
Evidence
PD plan |

NOT STARTED   survey faculty and staff needs for learning about restorative practices"

Jun 20, 2018 to Jun 21, 2018 - SEL team

Status history

Apr 29

| NOT STARTED | Apr 29, 2018
Evidence
survey |

NOT STARTED   create action plan to pilot RP with students in some classrooms"

Jun 03, 2019 to Jun 22, 2019 - SEL team with participating teachers

Status history

Apr 29

| NOT STARTED | Apr 29, 2018
Evidence
plan |

NOT STARTED   Implement the PD plan through our PLCs"

Sep 03, 2018 to Apr 30, 2019 - teachers, SEL team

Status history

Apr 29

| NOT STARTED | Apr 29, 2018 |

Evidence
calendar of PD and PD plan

| NOT STARTED | Visit schools that are implementing restorative practices" |

Oct 01, 2018 to Dec 14, 2018 - 2 teachers, 2 SEL team members, principal

Status history

Apr 29

| NOT STARTED | Apr 29, 2018 |

Evidence
schedule from visits

| NOT STARTED | post survey teachers on their readiness to pilot restorative practices at the classroom level" |

May 01, 2019 to May 31, 2019 - teachers, SEL team

Status history
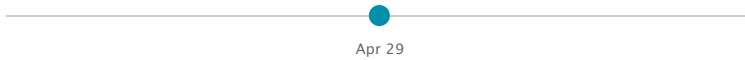
Apr 29

| NOT STARTED | Apr 29, 2018 |

Evidence
surveys

| NOT STARTED | collect data regarding the success of the practices" |

Jan 06, 2020 to May 29, 2020 - SEL Team, teachers

Status history

Apr 29

| NOT STARTED | Apr 29, 2018 |

Evidence
data collected

| NOT STARTED | begin to train students on restorative practice in pilot classrooms" |

Sep 08, 2019 to Dec 13, 2019 - teachers, SEL team

Status history

Apr 29

| NOT STARTED | Apr 29, 2018 |

Evidence
samples of lessons

| NOT STARTED | analyze the survey to find 3 classrooms who can pilot RJ practices Sy 2019-20" |

Jun 03, 2019 to Jun 15, 2019 - SEL team

Status history

Apr 29

| NOT STARTED | Apr 29, 2018 |

Evidence
survey results

NOT STARTED   collect baseline data on student incidents and how they were resolved using RP"

Jan 06, 2020 to May 29, 2020 - teachers, SEL team

Status history

Apr 29

NOT STARTED	Apr 29, 2018

Evidence
incident documentation

NOT STARTED   begin using RS practices in pilot classrooms"

Jan 06, 2020 to Jun 12, 2020 - teachers

Status history

Apr 29

NOT STARTED	Apr 29, 2018

Evidence

NOT STARTED   analyze data on use of RJ practices"

Jun 04, 2018 to Jun 15, 2018 - SEL team, teachers

Status history

Apr 29

NOT STARTED	Apr 29, 2018

Evidence

NOT STARTED   plan for use of RJ practice in more classrooms"

Jun 01, 2020 to Jun 19, 2020 -

Status history
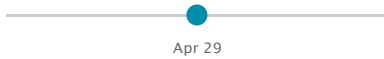
Apr 29

NOT STARTED	Apr 29, 2018

Evidence

NOT STARTED   open a teacher extended day bucket to cover time for the SEL team to meet"

Aug 01, 2018 to Sep 02, 2018 - Principal

Status history

Apr 29

NOT STARTED	Apr 29, 2018

Evidence
open bucket

Strategy 2

NOT STARTED   look at our EDM/ CM units to align the foundational skills during PLC"

Sep 03, 2018 to Dec 21, 2018 - teachers of math

Status history

Apr 29

NOT STARTED	Apr 29, 2018

Evidence
meeting agenda, notes

NOT STARTED	break down grade level foundational skills and prioritize the skills at each grade level"

Jan 07, 2019 to Mar 29, 2019 - teachers of math, math committee

Status history

Apr 29

NOT STARTED	Apr 29, 2018

Evidence
map of foundational skills at each grade level

NOT STARTED	use student assessments to determining students foundational skills"

Jan 01, 2019 to Mar 29, 2019 - teachers of math

Status history

Apr 29

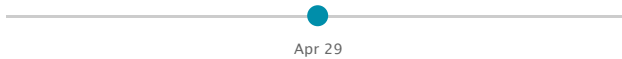| NOT STARTED	Apr 29, 2018

Evidence
assessment results

NOT STARTED	analyze assessments and results in PLCs"

Jan 01, 2019 to Jun 14, 2019 - teachers of math

Status history

Apr 29

NOT STARTED	Apr 29, 2018

Evidence
meeting notes

NOT STARTED	explore math PD with NEIU professor or U of C PD group for aligning EDM and CM curriculum with CCSS"

Aug 01, 2018 to Aug 31, 2018 - principal, 2 teachers of math

Status history

Apr 29

NOT STARTED	Apr 29, 2018

Evidence
meeting agenda, notes

NOT STARTED	analyze student work to determine needs and success of implementing focus on foundation skills at each grade level- PLCs"

Sep 02, 2019 to May 29, 2020 - teachers of math

Status history

Apr 29

NOT STARTED   Apr 29, 2018
Evidence
student work

NOT STARTED   continue to use the established foundational skills scope and sequence to differentiate math instruction"

Sep 02, 2019 to May 29, 2020 - teachers of math

Status history

Apr 29

NOT STARTED   Apr 29, 2018
Evidence
unit/ lesson plans

NOT STARTED   create a plan for math PD"

Aug 01, 2018 to Aug 31, 2018 - math committee

Status history

Apr 29

NOT STARTED   Apr 29, 2018
Evidence
PD plan

NOT STARTED   open a teacher extended day bucket to cover time for the math committee to meet"

Aug 01, 2018 to Sep 03, 2018 - principal

Status history

Apr 29

NOT STARTED   Apr 29, 2018
Evidence
open bucket

Strategy 3

NOT STARTED   review assessments for language and content learning during PLCs using the protocol"

Nov 05, 2018 to Dec 14, 2018 - DLLT, MCLT, PLCs

Status history

Apr 29

NOT STARTED   Apr 29, 2018
Evidence
meeting agenda, notes

NOT STARTED   Create &/or refine assessments for CCSS units"

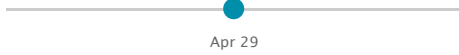Nov 21, 2018 to Jan 23, 2019 - DLLT, teachers, MCLT

Status history

Apr 29

NOT STARTED | Apr 29, 2018
Evidence
assessments

NOT STARTED | review student results for teacher created assessments"

May 01, 2019 to May 31, 2019 - DLLT and PLCs, MCLT

Status history

Apr 29

NOT STARTED | Apr 29, 2018
Evidence
student results

NOT STARTED | share/ give feedback &/or revise assessments based on student results"

Jun 03, 2019 to Jun 14, 2019 - PLCs, DLC, MCLT

Status history

Apr 29

NOT STARTED | Apr 29, 2018
Evidence
meeting agenda, notes

NOT STARTED | use/create a protocol to review the assessments that are part of CCSS integrated units"

Oct 01, 2018 to Nov 02, 2018 - DLLT, DLC, MCLT

Status history

Apr 29

NOT STARTED | Apr 29, 2018
Evidence
protocol

NOT STARTED | explore rubrics used in conjunctions with writing assessments"

Sep 03, 2019 to Sep 27, 2019 - DLLT, PLCs, MCLT

Status history
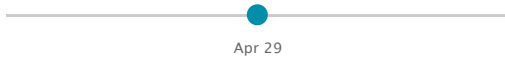
Apr 29

NOT STARTED | Apr 29, 2018
Evidence
meeting agendas, notes

NOT STARTED | review the WIDA levels for language learning"

Sep 03, 2018 to Sep 14, 2018 - teachers, DLC, MCLT

Status history

Apr 29

NOT STARTED | Apr 29, 2018
Evidence
agenda, notes

NOT STARTED | pilot assessments"

Feb 04, 2019 to Apr 26, 2019 - DLE teachers

Status history

Apr 29

NOT STARTED | Apr 29, 2018
Evidence
assessments

NOT STARTED | level students for Spanish and English learning"

Sep 17, 2018 to Sep 29, 2018 - teachers, DLC, MCLT

Status history

Apr 29

NOT STARTED | Apr 29, 2018
Evidence
sheet with students leveled

NOT STARTED | refine writing assessment rubrics"

Oct 01, 2019 to Dec 27, 2019 - PLC, DLCs, MCLT

Status history

Apr 29

NOT STARTED | Apr 29, 2018
Evidence
meeting agendas, notes

NOT STARTED | pilot "new" /refined use of writing assessments rubrics"

Jan 06, 2020 to Mar 27, 2020 - DLE teachers

Status history

Apr 29

NOT STARTED | Apr 29, 2018
Evidence
rubrics, agendas, notes

NOT STARTED | examine results of writing assessments using the "new"/refined rubrics"

Apr 06, 2020 to May 29, 2020 - PLCs, DLC, MCLT

Status history

Apr 29

NOT STARTED | Apr 29, 2018
Evidence
assessments

NOT STARTED | plan for creating rubrics to be used with project based assessment"

Jun 01, 2020 to Jun 26, 2020 - DLLT, DLC, MCLT

Status history

Apr 29

NOT STARTED	Apr 29, 2018
	Evidence
	meeting agendas, notes

NOT STARTED	open a teacher extended day bucket to cover time for the DLLT to meet"
	Aug 01, 2018 to Sep 03, 2018 - principal

Status history

Apr 29

NOT STARTED	Apr 29, 2018
	Evidence
	bucket opening

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.

Telpochcalli (Nauhatl for "the house of youth") is a school comprised of students, teachers, families and artists who aspire to cultivate socially-conscious student who understand appreciate and contribute postiively to the development of self, family, community and world. Our small school is dedicated to integrating the arts and Mexican culture into an innovative challenging academic and social experience and to the development of fully bilingual/biliterate students in Eng & Spanish. This prepares students to be college and career ready.

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

We will hold the Annual meeting on Friday in Sept. 28, 2018 and the organization meeting will be held on the Friday Oct. 26, 2018 All parents are invited. We send home announcement and make phone calls to encourage people to attend. All invites are posted in the school and on the doors of the school. Additionally, school texts are sent inviting and phone calls are made.

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.

Our PAC, BAC and LSC meeting regularly and have monthly meetings. These are ways for parents to regulary give suggestions and participate. All agendas and invitations are sent home and posted. Text messages are sent as well to inform parents of the meetings.

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

Parents will receive a report of their child's progress on State and other assessments when they become available. To the extent possible, these reports will be shared at parent/teacher conferences to ensure the report is discussed directly with the parent and not just sent home. Each parent meets with their child's teacher for an individual conference twice a year and during the school year as needed.

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.

We follow the regulations set forth for informing parents if their child is being taught by a teachers deemed not HQ according to ESSA. If necessary, CPS creates letters we need to send home to families and we do this. Currently, all of our teachers are highly qualified.

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

We meet regularly with parents to discuss academic progress. As we move into using various assessments at the state and local level, we will continue to update and inform parents about these assessments and how parents can support and monitor their child's progress.

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.

We provide many classes, workshops and conferences for parents to attend. Class in ESL, GED, literacy in Spanish, computer literacy, leadership, nutrition, etc are given regularly as we have a partnership with City Colleges of Chicago and a community based organization which helps to organize and facilitate these parent opportunities.

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.

Parent are partners in education. We work diligently to ensure all teachers and staff communicate with parents. We all speak English and Spanish and this facilitates open communication. On surveys, 100% of our parents report they have communication with the school numerous times during the year for a variety of reasons.

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.

We have a person who coordinates parent and community programming. We are a community school so we have a community partner who collaborates with us to support these efforts.

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.

> We always send all communications in Spanish and English. All of our faculty and staff are bilingual in Spanish and English.

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)

> NA

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.)

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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 conferences at least twice a year. Once at the end of the first quarter and once at the end of the third quarter.

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

> At least every 5 weeks progress reports are sent home for 1st-8th grade students.

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

> Parents are able to make an appointment to meeting with faculty and staff. They can meeting before after or during teacher preparation time.

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

> Parent are welcome to participate in school and classroom activities. For example, classroom field trips, parents are able to join the class by responding on their child's permission slip they are interested in joining the group. If a parent wants to observe in a classroom. They may come to the main office and make an appointment with the principal. After filling out the proper documents, parents may regularly volunteer in the school. Parents are invited to accompany students on field trip and in class activities. We hold demonstrations of learning through out the year as well as family, math, science, reading and art nights.

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

> Parents assist their children's learning in whatever way possible. They ensure student are here and prepared to make the best of each day of 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.

> Parents are members of our LSC and participate in the PAC and BAC. They are partners in their child's education and vital to their child's success. They are part of conferences and may request a meeting with the principal or teacher. They need only to call, email or come to school. We welcome and advocate for parent 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).

Parents assist their children's learning in whatever way possible.

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.

Provide opportunities for parents to work with their children and access the cultural resources outside of the neighborhood. Engage parent in learning opportunities which include but are not limited to Dual Language, community resources, child development, adolescent growth and development, growth mindset, arts integration, etc.

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

Account(s)	Description		Allocation	

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.	$ Amount .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.	$ 1547 .00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 450 .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)	$ Amount .00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ Amount .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.	$ Amount .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.	$ Amount .00
53510 **Postage**	Must be used for parent and family engagement programs only.	$ Amount .00

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

| 55005 | **Furniture and Equipment** | | $ | Amount | .00 |
| | 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. | | | | |