Eli Whitney Elementary School  /  Plan summary

# 2018-2020 plan summary

Team

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Team meetings

| Date | Participants | Topic |
|---|---|---|
| 02/08/2018 | Mr. Ruiz, Ms. Zayas, Mrs. Diaz. Ms. Hernandez, Ms. Cabrera, Ms. Molina, Ms. Wagner, Mrs. Seidel | SEL Framework and Ratings |
| 02/21/2018 | Ms. Hernandez, Mrs, Shah, Ms. Molina, Mrs. Seidel, Ms. Presslak, Ms. Wagner, Ms. Cabrera | SEL Framework and Ratings |
| 02/26/2018 | Mr. Ruiz, Mrs. Diaz, Ms. Zayas, Mrs. Shah | SEL Framework and Ratings |
| 03/14/2018 | Mr. Ruiz, Ms. Zayas, Mrs. Diaz. Ms. Hernandez, Ms. Cabrera, Ms. Molina, Ms. Wagner, Mrs. Seidel | SEL Ratings and Priorities |
| 03/15/2018 | Mr. Ruiz, Ms. Diaz, Ms. Zayas | CIWP: Goals |
| 03/23/2018 | Mr. Ruiz, Ms. Diaz, Ms. Zayas, Ms. Hernandez, Parents and Community members | CIWP; Parent and Community presentation and input |
| 04/04/2018 | Ms. Diaz, Ms. Zayas, Ms. Shah, Ms. Hernandez, Ms. Molina, Ms. Seidel, Ms. Presslak, Ms. Wagner, Ms. Cabrera | CIWP: Action Steps |
| 05/09/2018 | Ms. Diaz, Ms. Zayas, Ms. Hernandez, Ms. Molina, Ms. Seidel, Ms. Presslak, Ms. Cabrera, Ms. Reese, Ms. Wagner | CIWP: Review with ILT |
| 05/10/2018 | Ms. Diaz, Ms. Zayas, Ms. Salazar-Bolda, Ms. Cruz | CIWP: Review with Teachers |
| 05/11/2018 | Ms. Diaz, Mr. Perez, Ms. Giles, Ms. Mickulecky | CIWP: Review with Teachers |
| 05/16/2018 | Mr. Ruiz, Ms. Diaz, Isela Sotelo, Maria Jasso, Sandra Mendez, Azucena Sanchez | CIWP: Review with Parents |

School Excellence Framework

| Culture of & Structure for Continuous Improvement | 4 of 4 complete |
|---|---|

**Leadership & Collective Responsibility:**

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

Score

1  2  **3**  4

"We envision a safe, positive learning environment where students, staff, parents, and community members are striving toward academic and social excellence." All stakeholders take responsibility for student safety before, during, and after school. Staff members are assigned to various locations throughout the building and outside the building ensuring safe passage for students. Parents are highly visible at entrance and dismissal times. The school has a parent mentor program in place that supports instruction under guidance from the classroom teachers (Parent mentors work with classroom in grades K-2). School-wide data is shared with all stakeholders including teachers, parents, students, and community. Opportunities are built into the school day to allow for this interaction such as monthly Health, Coffee with the Principal, BAC, NCLB and LSC meetings. The Principal, AP's, Instructional Coach, ELPT and teachers provide PD to parents. The principal also provided the State of the School address to the community and parents. Additionally, teachers review data during grade level meetings and make instructional decisions based on the information. Teachers and students establish individual learning goals and provide parents with these goals at least 3 times a year. Educators meet in formal and inform settings to plan for standards-based instruction, share instructional practices, and review student work. Looking at student data and levels of questioning, grade level teams participate in reflective practice to enhance student learning and guide instruction based on areas of need. Teachers engage parents after school not only in parent/teacher conferences, but also through workshops targeting skills that students in a particular grade level need to meet standards.

Our partnership with ENLACE Chicago provides programming for students and parents such as computer instruction, knitting, aerobics, Zumba, as well as parent mentors that volunteer to provide assistance to teachers in the primary grade levels.

## 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) <br> ✓ Five Essentials – Program Coherence |
| Measures | ✓ Five Essentials |
| Five Essentials | Effective Leaders <br> Collaborative Teachers |
| CPS Framework for Teaching | 4d. Growing and Developing Professionally <br> 4e. Demonstrating Professionalism |
| CPS Performance Standards for School Leaders | A1. Assesses the Current State of School Performance and Develops a CIWP <br> A2. Implements Data Driven Decision Making and Data Driven Instruction <br> A5. School Vision and Mission Drive Decision-Making <br> D4. Demonstrates Change Management |

**Instructional Leadership Team:**

Score

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

1 **2** 3 4

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

> Our school's ILT consists of educators representing the various critical areas including bilingual education, primary, intermediate and upper grade cycles, counselor, coaches and administration staff. All ILT members take an active role in the meetings that are conducted twice a month. ILT agendas typically focus on immediate concerns or progress regarding school-wide objectives tied to data analysis, Theory of Action, teacher professional development, curriculum and resources, and grade level meeting plans. The ILT team analyzes data from BAS, NWEA, and PARCC in order to plan for the next steps of instruction. Staff is often informed of ILT meeting data and/or next steps through grade level meetings. ILT members report on the different curriculum supports around common core. Attendance data analysis has led to school-wide attendance incentives to encourage all students to come to school everyday. These incentives take into account student age groups and interests.

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

Prior to the beginning of the school year, our professional development targets areas of literacy, language acquisition, curriculum mapping, math instruction, WIDA and CCSS. Selected teachers participate in Network/District mandated professional development in reading, math, and Science. Teacher leaders provide PD to the staff based on these Network/District PDs focused on literacy, math, and science. Furthermore, PD is provided during weekly grade level meetings and is based on curriculum needs. The Network SEA and DR are providing PD to the LBS1 teachers around various topics such as progress monitoring, IEP development and goal writing. Our technology coordinator provides PD on CAI systems and computer software. Funds are allocated to purchase professional readings that engage educators in focused discussions around professional practice. Teacher teams collaborate on a regular basis in both formal and informal settings to plan for instruction and share strategies. New teachers have the opportunity to do peer observation days prior to starting in their classroom. The LLT meets with new teachers as well as teachers requesting support throughout the year for instructional planning and coaching sessions. Using the CPS Framework for teaching, teachers go through all 4 domains of quality teaching to plan for and deliver instruction, establish an environment for learning, and reflect upon the effectiveness of their practice.

## Guide for Professional Learning

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

## Evidence, Measures, and Standards

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

**Aligned Resources:**

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

Score

1    2    3    **4**

The school day schedule has been designed around student needs and teacher planning time. Schedules are created with Diverse Learners and English Language Learners as a priority. Grade level meeting times have been scheduled into the weekly staff schedules. The staff has been strategically assigned to classrooms with specific content areas and student language support, such as Science, Math, ELA, General Education and English Language Learners. Middle school students have individualized schedules to support their academic and linguistic needs. These schedules include 120 minutes of ELA/SS daily, 60 minutes of math daily, 60 minutes of Science daily, and 60 minutes of intervention/acceleration daily. This intervention/acceleration period rotates to ensure that students are receiving support or enrichment based on individualized student needs. This takes place during school hours and after school. The after school program has 4 cycles in which various data points are analyzed to create student groups.

Supplemental funds are used to reduce class size, purchase academic instructional resources such as guided reading materials in both English and Spanish. Prior to the start of the school year, we order 10% more than the projected number of students to ensure all students have access to instructional materials. The school provides 4 days of Reading and Math interventions and acceleration. There are 4 cycles where students are invited to participate based on data and student needs.

Eli Whitney School has a high retention rate of faculty and staff. As part of our interview process, we have an interview team that includes members of the ILT and, when possible, members of the grade level or content team. Questions asked of candidates include instructional practices, classroom management, collaboration with team members, professional knowledge, and case scenarios. We follow the CPS protocol for posting vacant positions as well as the interview process for all candidates that apply. Taking into account that more than half of our student population consists of English Learners, we look to hire individuals with ESL and/or Bilingual credentials. All teachers hired are highly qualified for the positions (i.e. all middle school teachers hold valid endorsements in the content areas they teach; all ELs are taught by teachers who are ESL and/or Bilingually endorsed). Teachers have open communication with all Related Service Providers to discuss possible instructional or social strategies/interventions to use within the classroom as well as to collaborate within the referral process.

## 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<br>✓ Teacher retention rates<br>✓ Staff exit interviews/surveys (data on reasons for leaving school or district)<br>✓ Candidate interview protocol documents<br>✓ List of community-based organizations that partner with the school and description of services<br>✓ Evidence of effectiveness of the services that community-based organizations provide<br>✓ 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<br>4e. Demonstrating Professionalism |
| CPS Performance Standards for School Leaders | A3. Allocates Resources to Support Student Learning, Prioritizing Time<br>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

**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

Students are engaged in curriculum that is grounded in the Common Core State Standards. The school uses the Pearson reading series as a resource to support instruction for EL's and non-EL's. Teachers meet for grade and content level meetings on a quarterly and bi-weekly to reevaluate the curriculum so that the content is current and aligned to the standards. In addition, teachers utilize the CPS Content Frameworks to support their planning in all content areas. During these meetings teachers also identify the assessments, texts for their grade level and plan next steps of instruction. Teachers used common core planning to address the needs of all students including EL, special education, intervention and general education students. This ensures that all students have access to rigorous materials and instruction. Teachers create text dependent questions for close reading based on grade appropriate texts so the standards can come alive during instruction. The school has recently purchased a new Social Science curriculum. Teachers will receive training at the start of the school year from HM. In Science grades K-5 students work in conjunction with the Mighty Acorns Program, grades 6-8 work with the Earth Force program. As a school we focus on building social emotional learning. In primary classrooms we implement the PATHS Curriculum. In the intermediate grades we utilize the class wide positive behavior support through Second Step. At the middle school level students embrace the "7 Habits of Highly Effective Teens."

Teachers create curriculum using multiple sources such as Scholastic magazine for all content areas, News ELA, Readworks, Safari Montage, Brainpop, Reading A to Z, Compass Learning, Common Core Exemplar Texts and IXL. Additionally, each grade level has a shared folder in Google Drive allowing all teachers, including Special Education teachers and resource teachers, access to the planned instruction to increase coherence among all students in that grade level. We have also increased our leveled text readers in both English and Spanish with the Hopscotch kits as well as dual language and common core libraries to support literacy instruction. All classrooms have access to technology in order to support the use of the computer programs.

## 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

> Instructional materials are available for each grade level and each content. Classrooms have books aligned to lexile scores to meet the reading levels of all students. In grades K-2, all bilingual teachers have access to Hopscotch and Benchmark Education materials for guided reading instruction in Spanish. All general education classrooms have access to leveled text (Fountas and Pinnell) and Current Event Articles at different Lexile levels. Preschool to 1st grade has access to Estrellita and La Pata Pita which focuses on the development of Spanish and phonemic awareness. Raz Kids also supports instruction with use of the ESL component. Content area magazines and newspapers, which are core-aligned, are used on a weekly basis for instruction (Scholastic magazines, Social Studies weekly etc.). Students in the primary grade have composition books for writing and the Intermediate grade are provided with preprinted nonfiction and fictional journals. The school uses the Pearson reading series as a resource to support instruction for EL's and non-EL's. Students have access to the digital resources. In Math teachers use the GoMath series which also provides students with a digital component.
>
> Teachers and students have access to CAI systems such as Compass Learning, Raz Kids, Khan Academy, NEWSELA, Brainpop, Lexia and IXL that are aligned to the Common Core Standards and provide additional enhancements of the standards being taught. All primary teachers are equipped with 5 chromebooks and 5 ipads in order to support instruction using CAI systems which is also a component of CCSS for small group instruction or centers. In addition, we have 2 computer lab rooms utilized for technology based instruction as well as a 1-to-1 student to device ratio in grades 3-8. Google Classroom is used to provide resources to teachers and students. Classroom libraries have been augmented over the past couple of years to include dual language leveled readers, content specific texts, and Common Core Text Exemplars. Teachers use multiple resources to address standards in a variety of ways allowing for student choice through instructional centers and contracts.

## Guide for Instructional Materials

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

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**

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

## Evidence, Measures, and Standards



| EVIDENCE, MEASURES, AND STANDARDS | |
|---|---|
| Suggested Evidence | ✓ Cross-section of materials from a variety of content areas and grade levels<br>✓ Evidence of scaffolding and differentiation for all students to access the content/skills<br>✓ Description of materials in curriculum and/or lesson plans<br>✓ Presence of varied texts, supplementary media (e.g. videos) |
| Measures | ✓ SQRP Attainment and Growth |
| Five Essentials | Ambitious instruction<br>Supportive Environment |
| MTSS Framework | Curriculum & Instruction |
| CPS Framework for Teaching | 1a. Demonstrating Knowledge of Content and Pedagogy<br>1b. Demonstrating Knowledge of Students<br>1c. Selecting Learning Objectives<br>1d. Designing Coherent Instruction |
| CPS Performance Standards for School | A3. Allocates Resources to Support Student Learning, Prioritizing Time |
| NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING | |
| ✓ Universal Design for Learning Guidelines 2.0<br>✓ UDL PD Modules<br>✓ CPS Integrated Library System (S.O.A.R.) | |

**Rigorous Student Tasks:**

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

Score

1    2    **3**    4

Our Theory of Action's key focus is on writing grounded in evidence from texts in response to the Key Shifts of the Common Core. As such, teacher teams have collaborated in creating writing tasks that ask students to analyze various texts and formulate arguments, both orally and in writing, to defend a position. In the upper grades, teachers create writing tasks that are relevant to students' lives and connect to real-world situations. Our school-wide writing schedule is aligned to CCSS/WIDA Standards and based on the CPS Literacy Framework 2.0 and asks for teachers to turn in student writing samples on a quarterly basis for review. We use the Lucy Calkins writing rubrics as well as samples from the Continuum to create alignment within grade levels for student writing. Instruction in planned and delivered keeping the Key Shifts of CCSS in the forefront with text complexity, close reading, and citing textual evidence. Students read informational texts using print and digital resources, such as NewsELA, to learn about new concepts and engage with current events topics. Students participate in accountable talk in all subject areas. Teachers continue to provide students with opportunities to engage in academic discussions.

We implement the Go Math, curriculum thus creating alignment in mathematics core instruction across grade levels. Students have the opportunity to engage in deep mathematical thinking and reasoning through regular practice. Math Talks take place in the classroom on a consistent basis and encourage students to discuss different mathematical strategies and possibilities which allows students to engage in productive struggle.

## Guide for Rigorous Student Tasks

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

## Evidence, Measures, and Standards



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

**NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING**

- ✓ Teaching for Robust Understanding in Mathematics (TRU Math)
- ✓ Math Practices: What to Look For Observation Tool
- ✓ Checking In: Do Classroom Assignments Reflect Today's Higher Standards?
- ✓ Student Work Protocol (EQuiP)
- ✓ Slice Protocol – Looking at Student Work

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

The school creates pathways to success built on a vision in which all students leave secondary school with a clear plan for their initial postsecondary destination, whether in apprenticeship training, work, or college. All students have equal access to college

Score

1  2  3  **4**

preparatory curriculum to be successful. The school is characterized by structures for developing early postsecondary awareness and the knowledge and skills that lay the foundation for the academic rigor and social development necessary for college and career success. Students are equipped with the confidence in their ability to implement and adapt their plan throughout their lives as they and the world around them change. This vision sees students as the architects of their own lives.(adapted from Creating Pathways to Success, Ontario)

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Student Council exists at the school providing students the opportunity to serve as leaders of the student body and support their growth as future leaders. Middle school students attend an in-school high school fair as well as the City-Wide high school fair. Students in the 7th grade attend After School All-Stars Passport to Success H.S. Readiness Event. High school investigation days on Saturdays allow for both parents and students to explore the options available for high school. Students and parents are afforded the opportunity to gain a greater understanding of each school's expectations and college and career-readiness programs. Time is allocated for middle school students to engage in college and career exploration activities using Naviance.

Algebra is offered to eligible 8th grade students with an opportunity to gain high school credit with successful passing of the exit exam. There are several science programs available for students kindergarten to fifth to incorporate 21st century skills. We sponsor a program with ChiSe for Young Engineers (K-4th grade). A Science Club is offered through the Museum of Science and Industry for 4th and 5th grade students which allows students to engage in 21st century skills. Our school also offers after school athletic opportunities such as soccer and running club to gain knowledge on healthy habits. .

In order to prepare students into the transition of high school, all middle school students are given an individual schedule based on their academic and/or language needs. Students in 6-8th grades are encouraged to regularly self monitor their academic progress through the use of CPS student portal. In primary grades, the idea of college is integrated into the community unit. Our school-wide expectation is for students to attend college. We showcase college banners in the hallways to promote a college-oriented culture. Students are provided opportunities to participate in college visits. Guest speakers are invited to motivate students to overcome obstacles and to pursue a college education. This year the school has organized 5 events for students in grades 6-8th.

## 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

Teachers utilize the lesson plan template created by the school that outlines the CCSS, WIDA Standards, assessments, and daily objectives. Teachers collaborate on a regular basis to reflect on their instruction, provide feedback to one another, and make changes based on the recommendations of their peers and the coaches(Bilingual and Literacy) and student data/needs. Teachers reflect, plan and implement authentic units and assessments aligned to CPS Scope and Sequences. Teachers incorporate Close reading strategies into their lessons and ask students to read for a purpose by responding to an essential question and providing textual evidence. All staff members have access to the Lesson Plan folders in the Google Drive so that all learners, including diverse learners, have access to the grade level content. Teachers have made modifications to lesson plans based on the individual needs of students.

Both authentic assessments as well as district mandated assessments are carefully evaluated in advance and steps are taken in order to scaffold instruction for students to create a pathway for success. We analyze our NWEA data and grade level data such as attendance, grades and behavior in-depth to plan more rigorous instruction for all students. 8th grade algebra is offered to students based on teacher recommendation, math proficiency levels as evidenced by grades and NWEA scores. Primary grades progress monitor students as outlined by the CPS policy with BAS and/or progress monitoring. Flexible guided reading groups are created based on the student data. All grade levels have access to the Fountas and Pinnel guided reading system (in Spanish or English), in order to provide targeted and strategic instruction based on student need.

## 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



**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

All students have ongoing assessments throughout the year with accommodations and/or modifications as specified by their IEP or 504 plans. All students in grades 3-8 with qualifying ACCESS scores take part in NWEA EOY. All students in grades 3-8 participate in Middle of the year assessment for NWEA to provide information on student RIT bands to support instruction. Additionally, all students in grades 3-4 are assessed with the BAS three times a year to identify students' instructional and independent reading abilities. All teachers in grades K-2 provide BAS assessment three times a year. Students are progress monitored based on data throughout the year, as needed. We have data walls available in both teachers' lounges in the main building and annex building. Teachers also have data walls for their classroom available in their classroom. Flexible groupings are created based on teacher data and assessment data. In addition to summative assessments the teachers use a menu of assessments through the Pearson curriculum Reading program. Diverse Learners participate in all assessments unless otherwise indicated on their IEP.

All teachers utilize the same grading scale for all assignments and assessments. Teachers utilize a shared rubric for assessments and have pre-determined grading scale when inputting rubric score. During grade level meetings teachers and administrators analyze On-Track data. Supports for students receiving D's or F's are discussed and planned. Special attention is paid to EL's and DL's. Parents and students have access to gradebook to monitor student grades.

Parents and students receive the grading scale in the Student Handbook at the beginning of the school year and it is addressed with community at the Title I Meeting at the beginning of the year. In addition, CIM is used to establish a holistic picture of student learning including attendance, grades, and benchmark assessment data to inform instruction for each student. Parents and students also have access to the Grading Portal.

## 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<br>✓ Units and lesson plans with formative and summative assessments embedded in a long term plan<br>✓ Evidence of assessment data analysis for the purpose of planning<br>✓ Assessment calendar<br>✓ Examples of gradebooks<br>✓ School's grading policy<br>✓ Grade distribution reports (course success rates) |
|---|---|
| Measures | ✓ SGRP Attainment and Growth |
| Five Essentials | Ambitious Instruction |
| MTSS Framework | Curriculum & Instruction |
| CPS Framework for Teaching | 1c. Selecting Learning Objectives<br>1e. Designing Student Assessment<br>3d. Using Assessment in Instruction<br>4a. Reflecting on Teaching & Learning<br>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

Our school administers diagnostic tools: CPS MTSS tracking system, BAS, F&P Benchmark Assessment Systems, and NWEA. Data from these tools are used to create and adjust intervention and acceleration learning groups. Teachers implement guided reading strategies and CAI systems to target intervention and support. After school programs are created based on student data. Enrollment in after school programs are adjusted after each benchmark assessment to ensure that all students are supported as needed. All students at Tier 2 and Tier 3 are provided with additional supports through pull out intervention programs, parent one on one tutoring, small group instruction, parent meetings and individualized additional resources to reinforce foundational skills and/or encourage attendance. Each classroom teacher keeps a folder of MTSS documents for Tier 3 students and it includes progress monitoring data. Meetings are scheduled with Tier 3 students' parents and the MTSS team. The meetings are to begin communications about the needs of the students and parental support. Classroom teacher attend these meetings and provide data and extra resources for the parent. There are follow-up meetings scheduled every 6 weeks to discuss student progress and next steps. The MTSS team documents students progress and keeps record of all communications between parents, the teacher and/or the MTSS team.

## Guide for Multi-Tiered System of Supports

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

## Evidence, Measures, and Standards

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

**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

Score

1    2    **3**    4

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.

From the beginning of the school year, teachers engage in analyzing most recent student assessment data (BAS Math, NWEA, ACCESS and PARCC) to create flexible student learning groups and identify learning goals for each student in their class. After BOY assessments, teachers meet with student to discuss their most recent data and establish learning targets. Parents are immediately informed of student BOY results and provided with strategies for helping at home. In primary grades, students are made aware of their reading levels and their progression across levels. In general, teachers are clear about their learning objectives and inform students of these objectives in student-friendly language. A quarterly awards assembly celebrates student academic achievement, effort and conduct, and attendance. Student work is displayed throughout the school. SEL is integrated into daily instruction through the PATHS curriculum in grades K-2 and through CHAMPS in 3-8th. To encourage student attendance, we have implemented a school-wide system that highlights classrooms with daily perfect attendance and rewards students individually for perfect attendance for an entire month. The school has adopted the 'Paw Bucks" reward system in order to motivate students to increase individual and classroom attendance. Classrooms with attendance rates of 97% or better are acknowledged during morning announcements. We also make phone calls to student homes whenever they are absent from school and invite parents to meet with the MTSS team when attendance is inconsistent. Based on the Reflect and Learn Dashboard Data for "Establishing a Culture for Learning," 80% of teachers have received and "Proficient" or "Distinguished" rating in this category.

## 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<br>✓ Also review student work evidence from Rigorous Student Tasks |
| Measures | ✓ Five Essentials – Ambitious Instruction<br>✓ SQRP Attainment and Growth |
| Five Essentials | Ambitious Instruction<br>Collaborative Teachers<br>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<br>✓ Framework for Teaching Companion Guide p. 50<br>✓ Social Emotional Learning Supports (cps.edu/sel)<br>✓ ASCA Mindsets & Behaviors | |

**Relational Trust:**                                                                                    Score

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.

Based on the Reflect and Learn Dashboard data under 2a "Creating an Environment of Respect and Rapport," 89% of our teachers scored "Proficient" and "Distinguished" in this domain. The My Voice, My School Survey indicates that 84% of students report that they feel safe and comfortable with teachers at their school. In addition, 85% of student report that their teachers treat them with respect. Trust and respect among teachers was ranked at 88% agree or strongly agree. As far as teacher-principal trust and respect, 76% of teachers agree and strongly agree that they feel respected by the principal. All teachers also have at least 3 common preparation periods during the week in which they plan and collaborate for instruction beyond the required Principal-directed time. In primary grades, all teachers implement the PATHS curriculum for respect, trust and other social emotional learning. Intermediate and Upper grades utilize CHAMPS for a common understanding of expectations of all adults and students. Student-student interactions and teacher-student interactions are very caring and respectful as evidenced by the few SCC infractions entered into the Verify system. The school is seeking to create a positive school community. Restorative conversations take place in response to student misbehavior. Clear expectations, fair consequences and restorative conversations will build healthy relationships between student to student and student to teacher.

## Guide for Relational Trust

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

## Evidence, Measures, and Standards



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

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

Score

Students are encouraged to share their voice through classroom expectations and through the elected student council. The student council initiates and leads school improvement initiatives and community outreach programs (i.e. food drive), and school-related activities (Day of the Child contributions). Middle School students also have a voice in the novels that are purchased for their reading on a quarterly basis to encourage school-wide reading. All students in 7th and 8th grade participate in the High School Fair. The counselor also ensures that all students are aware of the high school application process and the requirements of the application process for different types of schools. The counselor also schedules high school visitations and field trips to increase awareness of different programs available to our students. Students are encouraged to share their voice on current events and topics by engaging in text from Scholastic Current Event Magazines at all grade levels and content areas. Primary classrooms take on classroom jobs to community responsibilities.

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

**Study politics**

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
  - **Become informed voters and participants in the electoral process**
    - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
    - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
    - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
  - **Engage in discussions about current and controversial issues**.
    - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
    - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
    - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
  - **Explore their identities and beliefs**
    - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
    - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
    - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
  - **Exercise student voice**
    - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
    - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
    - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
    - Authentically **interact with civics leaders**
    - Students learn about community, city, state, and national civic leaders and their roles in civil society.
    - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.
  - **Engage with their community**
    - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause
  - **Take informed action** where they work together to propose and advocate for solutions.
    - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
    - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
  - Experience a **Schoolwide civics cultur**
    - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
    - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
    - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
    - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

## Evidence, Measures, and Standards



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

**Safety & Order:**

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

Our school utilizes CHAMPS in order to have school-wide norms and expectations for behavior. We follow the CPS Student Code of Conduct if any behavior warrants a referral to administration. Most teachers take the responsibility of conduct of all students in the building as their own. Additionally, most classrooms have established jobs for students to contribute to the management and minimize the loss of instructional time with 90% of teachers rating Proficient or Distinguished with classroom procedures on the REACH evaluation.

The school has assigned supervision staff before and after school with designated entry and exit doors for all students. Assigned entry and exit procedures are in place for inclement weather with staff assigned to indoor duty posts. Fire drills and safety drills are conducted regularly and entered in FIMS. During fire drills teachers display safety cards to signal status of support. Security guards conduct perimeter checks twice a day in both buildings.

## 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"<br>✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?<br>✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.<br>✓ School Climate Standards Rubric/Assessment |
| Measures | ✓ Five Essentials – Supportive Environment score<br>✓ 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<br>2c. Managing Classroom Procedures<br>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:**

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.

Our school uses the CHAMPS behavioral expectations program in all grade levels. The overall goal of the CHAMPs classroom management system is to develop an instructional structure in which students are responsible, motivated, and highly engaged in the specific task at hand. In terms of discipline referrals, the CPS School Code of Conduct is followed however, there are practices in place to avoid out of school suspensions. These practices include stress management classes and Second Step violence prevention lessons taught by the counselor, restorative conversations, grade levels creating a behavior management and reward system, as well as school wide incentives for positive behaviors. The school is also partnering with Pilsen Wellness Center for a presenter to provide weekly lessons that focus on developing social skills, making positive decisions and forging healthy relationships.

Social, emotional and behavioral supports for Tier 3 students are addressed through the MTSS process and the counselor or the nurse will meets with parents, teachers and students to put a plan in place for next steps. For all SCC infractions, restorative conversations with the counselor, students and parents take place for students to reflect on behavior and identify strategies to implement in similar or future situations. In some cases, students meet in groups if necessary. We also have a partnership with ENLACE and refer cases on "as needed basis" for different groups available to both students and students' families.

## 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)<br>✓ 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<br>2d. Managing Student Behavior<br>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<br>✓ 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.

Our school PAC and NCLB Committees hold meetings once a month to actively engage parents in academic and social/emotional life at our school. The school provided a bilingual workshop that focused on how parents could best support diverse learners and navigate through the IEP/504 process. When available, the school notifies families of parent resources and conferences that provide information that is relevant to diverse learners.

Outreach efforts include automated phone calls, fliers, our school website, and a monthly parent newsletter. All communication is done in both English and Spanish. Parents have access to teachers via e-mail as well as by setting up appointments in the main office. Parents are encouraged to participate as volunteers in classrooms, field trips, and as Parent Mentors in PreK-2 classrooms through our active partnership with ENLACE Chicago. The school hosts a community Health Fair through its partnership with ENLACE. During monthly LSC meetings, parents have an opportunity to voice concerns, questions, and provide input during Open Participation.

The school has an open-door policy to address parents at any time. In addition to being able to meet with teachers as needed, parents can also meet and schedule appointments with the Principal, Assistant Principal, Literacy Coach, Counselor, and English Language Program Teacher. We also encourage all parents to complete the My Voice, My School Survey and provide assistance in the computer labs for them to do so. School agendas, fliers, sign-in sheets, and all handouts given at each meeting are available in the BAC, PAC, and LSC binders. Parents complete surveys at the end of informational meetings and workshops in order that we may be responsive to their needs when planning for future parent workshops. All workshops are offered in both English and Spanish with interpreters available at all meetings. Parents in the BAC and PAC committees work together to create events at meetings that reflect cultural traditions and foods in addition to the informational sessions around standards, curriculum, assessments, and social/emotional needs of students and families.

Per parents suggestion, The school will work on expanding community resources- We will reach out to various community organizations such as Universidad Popular, B.A.M., Toman Library, C.P.D (10th District), W.O.W. Scouts, C.A.P.S (for school, students, parents meetings and activities. Parents suggest that we should establish a year round (Sept-June) volunteer safety patrol program in the a.m. & p.m. Administration will contact CPD to ensure training for parents takes place prior to program implementation. In addition, parents suggest that the P.A.C monthly presenters/guest speakers provide information on the following topics; Health, Social, Emotional, physical and academic topics to support parents families and students.

## 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 |
|---|---|---|
| 2 | Culture of & Structure for Continuous Improvement: Instructional Leadership Team | **1** 2 3 4 5 ⊘ |
| 2 | Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports | 1 **2** 3 4 5 ⊘ |
| 3 | Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility | 1 2 3 4 5 **⊘** |
| 3 | Culture of & Structure for Continuous Improvement: Professional Learning | 1 2 3 4 5 **⊘** |
| 3 | Expectations for 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 Student Learning: Curriculum | 1 2 3 4 5 **⊘** |
| 3 | Expectations for depth & breadth of Student Learning: Instructional Materials | 1 2 3 4 5 **⊘** |
| 3 | Expectations for depth & breadth of Student Learning: Rigorous Student Tasks | 1 2 3 4 5 **⊘** |
| 3 | Expectations for Quality & Character of School Life: Culture for Learning | 1 2 3 4 5 **⊘** |
| 3 | Expectations for Quality & Character of School Life: Relational Trust | 1 2 3 4 5 **⊘** |
| 3 | Expectations for Quality & Character of School Life: Restorative Approaches to Discipline | 1 2 3 4 5 **⊘** |
| 3 | Expectations for Quality & Character of School Life: Safety & Order | 1 2 3 4 5 **⊘** |
| 3 | Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life | 1 2 3 4 5 **⊘** |
| 4 | Culture of & Structure for Continuous Improvement: Aligned Resources | 1 2 3 4 5 **⊘** |
| 4 | Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence | 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** | | | | | |
| According to our current SQRP an area of growth is in 2nd grade. | 96.00 | 89.00 | 55.00 | 89.50 | 90.00 |
| **National School Growth Percentile - Math** | | | | | |
| According to our current SQRP an area of growth is in 2nd grade. | 83.00 | 68.00 | 85.00 | 69.00 | 75.00 |
| **% of Students Meeting/Exceeding National Ave Growth Norms** | | | | | |
| According to our current SQRP we are currently receiving 4 points. In order to obtain the 5 points we 70% of our students need to meet and exceed national ave growth norms. | 66.20 | 62.60 | 77.00 | 64.00 | 70.00 |
| **African-American Growth Percentile - Reading** | | | | | |
| We do not have enough representation from this sub-group | *(Blank)* | *(Blank)* | 0.00 | 0.00 | 0.00 |
| **Hispanic Growth Percentile - Reading** | | | | | |
| The school is working on obtaining 5 points in this area. | 95.00 | 90.00 | 45.00 | 85.00 | 88.00 |
| **English Learner Growth Percentile - Reading** | | | | | |
| According to SY17 SQRP, this is an area of strength for the school. | 99.00 | 96.00 | 30.00 | 94.00 | 96.00 |
| **Diverse Learner Growth Percentile - Reading** | | | | | |
| We are not sure if we will have enough representation from this sub-group | *(Blank)* | *(Blank)* | 30.00 | 0.00 | 0.00 |
| **African-American Growth Percentile - Math** | | | | | |
| We do not have enough representation from this sub-group | *(Blank)* | *(Blank)* | 0.00 | 0.00 | 0.00 |
| **Hispanic Growth Percentile - Math** | | | | | |
| The school is working on obtaining 5 points in this area. | 83.00 | 69.00 | 85.00 | 70.00 | 74.00 |
| **English Learner Growth Percentile - Math** | | | | | |
| According to SY17 SQRP, this is an area of strength for the school. | 93.00 | 81.00 | 88.00 | 81.00 | 84.00 |
| **Diverse Learner Growth Percentile - Math** | | | | | |
| We are not sure if we will have enough representation from this sub-group | *(Blank)* | *(Blank)* | 0.00 | 0.00 | 0.00 |
| **National School Attainment Percentile - Reading (Grades 3-8)** | | | | | |
| According to SY17 SQRP, this is an area of growth for the school. | 48.00 | 58.00 | 45.00 | 64.00 | 70.00 |
| **National School Attainment Percentile - Math (Grades 3-8)** | | | | | |

| According to SY17 SQRP, this is an area of growth for the school. | 61.00 | 64.00 | 70.00 | 67.00 | 70.00 |
|---|---|---|---|---|---|

**National School Attainment Percentile - Reading (Grade 2)**

| According to SY17 SQRP, this is an area of growth for the school. | 39.00 | 35.00 | 70.00 | 37.50 | 40.00 |
|---|---|---|---|---|---|

**National School Attainment Percentile - Math (Grade 2)**

| According to SY17 SQRP, this is an area of growth for the school. | 21.00 | 32.00 | 50.00 | 40.00 | 40.00 |
|---|---|---|---|---|---|

**% of Students Making Sufficient Annual Progress on ACCESS**

| Data for this area was not included on SY17 SQRP. | 41.10 | (Blank) | 60.00 | 45.00 | 47.00 |
|---|---|---|---|---|---|

**Average Daily Attendance Rate**

| This is an area that the school has been addressing with staff, parents and teachers. Attendance incentives are in place. | 95.90 | 95.40 | 97.00 | 95.50 | 95.50 |
|---|---|---|---|---|---|

**My Voice, My School 5 Essentials Survey**

| Teachers, Students and Parents take the My Voice, My School 5 Essential Survey. We are working towards receiving 4 points on the first year and 5 on the second year. | (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... |
|---|---|---|
| Collaborate and exchange ideas as an Internal Leadership Team to identify challenges, collect and review evidence and propose solutions to challenges | Shared leadership, protocols, improved communication and team cohesiveness | improved teaching and learning outcomes and build capacity of teacher teams to lead cycle work. |

Tags:
ILT, Academic supports, Collaboration, Data driven instruction, Approaches to teaching and learning, Leadership and collective responsibility

Area(s) of focus:
1

| Action step | Responsible | Timeframe | Status |
|---|---|---|---|
| Determine yearly calendar to include at least 2 meetings per month. | ILT | Aug 28, 2018 to Sep 28, 2018 | On-Track |

**Professional calendar**

| Determine roles and responsibilities for ILT members at least 3 times a year; beginning, Middle and End of the year. | ILT Facilitator | Aug 28, 2018 to May 29, 2020 | Not started |
|---|---|---|---|

**ILT, Shared leadership, Leadership and collective responsibility**

| Develop monthly Grade Level Meeting agenda with a clear focus to allow for ILT shared minutes, share data and to gather input for ILT members. | ILT Members | Jul 2, 2018 to Jun 26, 2020 | Not started |
|---|---|---|---|

**Communication, Shared leadership, Collective responsibility, Grade level team meetings**

| Action step | Responsible | Timeframe | Status |
|---|---|---|---|
| Analyze school-wide data to determine trends and school-wide needs; NWEA, BAS, On-Track Data, Attendance, PARCC, Student Work, Data from Learning Walks and Peer Observations etc. | Administration and Instructional Coach | Jul 2, 2018 to Jun 26, 2020 | Not started |

**Data driven instruction, Data anaysis, Data collection, Data conversation**

| | | | |
|---|---|---|---|
| ILT will develop Cycles of Learning based on school-wide data and needs. | Administration and Instructional Coach | Aug 28, 2018 to Jul 2, 2020 | Not started |

**Cycles of professional learning, Data analysis, Data driven instruction, Professional responsibility, Professional reading**

## Strategy 2

| If we do... | ...then we see... | ...which leads to... |
|---|---|---|
| implement Muti-Tiered Systems of Support where teachers are analyzing student data, proving students with individualized instruction/supports and progress monitoring academic achievement | students will receive tiered small group instruction where teachers are differentiating according to student needs | meeting students academic and social emotional needs as measured by the criteria specified by MTSS Team. |

Tags:
MTSS, Acceleration, Problem solving process, Individualized educational plans, Individualized instruction, Academic mtss, Remediation, Instructional interventions, Behavior mtss, Behavior intervention, Academic interventions, Mtss team, Mtss process, Data driven mtss

Area(s) of focus:
2

| Action step | Responsible | Timeframe | Status |
|---|---|---|---|
| Teachers will analyze current student data to identify specific student needs (for students needing remediation and acceleration). Revisit tiering criteria for how students are assigned Tier 2 and/or 3 interventions and supports. | AP and Instructional Coach | Aug 28, 2018 to Jul 1, 2020 | Not started |

**Targeted inteventions, Data driven mtss**

| | | | |
|---|---|---|---|
| The MTSS team will use the problem solving process to set and identify goals, analyze root causes, and evaluate progress. | MTSS Team | Aug 28, 2018 to Sep 28, 2018 | Not started |

**Progress monitoring, Problem solving process, Goal setting**

| | | | |
|---|---|---|---|
| MTTS Team and teachers will revisit the menu of interventions for both academic and social emotional behavior support. | MTSS Team and ILT | Aug 28, 2018 to Jun 26, 2020 | Not started |

**Social emotional learning, Behavior intervention, Academic interventions, Menu of interventions**

| | | | |
|---|---|---|---|
| Teachers will use progress monitoring to guide and adjust instruction and determine supports for remediation or acceleration. | MTSS Team/Teachers | Aug 28, 2018 to Jun 26, 2020 | Not started |

**Differentatied instruction, Progress monitoring, Document student progress**

| | | | |
|---|---|---|---|
| The school will provide additional Tiered supports for students (during school and after school hours) in various tiers as well as for students requiring accelerated interventions. | MTSS Team/Teachers | Sep 3, 2018 to Jun 26, 2020 | Not started |

**Tier 2 & 3, Acceleration, Remidiation**

| | | | |
|---|---|---|---|
| The MTSS Team will evaluate student progress and interventions. | MTSS Lead | Oct 22, 2018 to Jun 26, 2020 | Not started |

**Collaboration, Evaluation of mtss**

| | | | |
|---|---|---|---|
| The school will involve parents in the MTSS process by providing and helping them understand student data. Parents with receive specific interventions based on specific student needs. They will also complete an in intervention log to inform the school of student progress. | MTSS member and classroom teacher | Oct 29, 2018 to Jun 26, 2020 | Not started |

**Parent involvement, Document student progress, Data conversations**

| | | | |
|---|---|---|---|
| The MTSS team will create a one-pager detailing the guidelines, criteria and expectations. | MTSS team | Jul 2, 2018 to Oct 1, 2018 | Not started |

**Mtss team, Mtss criteria**


Strategy 3

| If we do... | ...then we see... | ...which leads to... |
|---|---|---|
| Provide general education teachers and Special Ed. Teachers with Professional Development around Co-teaching, opportunities for collaboration, and lesson planning then teachers would have a common understanding and language across grade levels | then students would have access to the general curriculum and move to the least restrictive environment | Meeting the learning needs of students according to IEP goals and and growth targets in formative and summative assessments |

Tags:
Instruction, Co-teaching, Data driven instruction, Special education, Collaborative teachers, Collaborative planning

Area(s) of focus:
3

| Action step | Responsible | Timeframe | Status |
|---|---|---|---|
| Teachers will participate in Professional Development around inclusion and co-teaching models. | Network Support; SEA; Allejandro Avenallaneda | Aug 28, 2018 to Sep 25, 2018 | Not started |

**Professional development**

| | | | |
|---|---|---|---|
| Teachers will participate in Professional Development around writing and revising IEP's. | DRA: Kim Aguirre | Aug 28, 2018 to Jun 26, 2020 | Not started |

**Professional development, Iep goals, Iep implementation**

| | | | |
|---|---|---|---|
| General Education teachers will collaborate with Special Ed. teachers in lesson planning. | AP's and Literacy Coach | Aug 28, 2018 to Jun 26, 2020 | Not started |

**Planning for instruction**

| | | | |
|---|---|---|---|
| General Education Teachers and Special Ed. teachers will analyze student work as it aligns to IEP and to CCSS. | AP's and Literacy Coach | Aug 27, 2018 to Jun 26, 2020 | Not started |

**Analyze student work, Iep implementation, Ccss alignment**

| | | | |
|---|---|---|---|
| Teachers will receive Professional Development on progress monitoring and use of CAI Systems to address and monitor student learning needs. | Technology Coordinator | Aug 28, 2018 to Jun 26, 2019 | Not started |

**Progress moniorting**

| Teachers will participate on Professional Development around differentiation. | Instructional Coach | Aug 28, 2018 to Jun 26, 2019 | Not started |

**Professional development, Differentiatied instruction**

| Teachers will participate in peer observations, implementation of new learning should be evident. Feedback will be provided to teachers. | Administration, Instructional coach | Sep 17, 2018 to Jun 26, 2020 | Not started |

**Peer observation**

Action Plan

Strategy 1

ON-TRACK  Determine yearly calendar to include at least 2 meetings per month."

Aug 28, 2018 to Sep 28, 2018 - ILT

## Status history

Jun 1

ON-TRACK  Jun 01, 2018
**Evidence**
ILT Calendar with tentative dates and topics

NOT STARTED  Determine roles and responsibilities for ILT members at least 3 times a year; beginning, Middle and End of the year."

Aug 28, 2018 to May 29, 2020 - ILT Facilitator

## Status history

Jun 1

NOT STARTED  Jun 01, 2018
**Evidence**
Roles and responsibilities will be evident in ILT agendas.

NOT STARTED
Develop monthly Grade Level Meeting agenda with a clear focus to allow for ILT shared minutes, share data and to gather input for ILT members."

Jul 02, 2018 to Jun 26, 2020 - ILT Members

## Status history

Jun 1

NOT STARTED  Jun 01, 2018
**Evidence**
Grade level meeting agenda, grade level meeting notes

NOT STARTED
Analyze school-wide data to determine trends and school-wide needs; NWEA, BAS, On-Track Data, Attendance, PARCC, Student Work, Data from Learning Walks and Peer Observations etc."

Jul 02, 2018 to Jun 26, 2020 - Administration and Instructional Coach

## Status history

Jun 1

NOT STARTED | Jun 01, 2018
**Evidence**
Agenda, notes from meeting

NOT STARTED | ILT will develop Cycles of Learning based on school-wide data and needs."

Aug 28, 2018 to Jul 02, 2020 - Administration and Instructional Coach

## Status history

Jun 1

NOT STARTED | Jun 01, 2018
**Evidence**
Protocol for learning cycle, schedule, data.

Strategy 2

NOT STARTED

Teachers will analyze current student data to identify specific student needs (for students needing remediation and acceleration). Revisit tiering criteria for how students are assigned Tier 2 and/or 3 interventions and supports."

Aug 28, 2018 to Jul 01, 2020 - AP and Instructional Coach

## Status history

Jun 1

NOT STARTED | Jun 01, 2018
**Evidence**
Tiered Groupings and logging tool documentation

NOT STARTED | The MTSS team will use the problem solving process to set and identify goals, analyze root causes, and evaluate progress."

Aug 28, 2018 to Sep 28, 2018 - MTSS Team

## Status history

Jun 1

NOT STARTED | Jun 01, 2018
**Evidence**
Agenda Meetings, sign in sheets, Minutes from meeting.

NOT STARTED | MTTS Team and teachers will revisit the menu of interventions for both academic and social emotional behavior support."

Aug 28, 2018 to Jun 26, 2020 - MTSS Team and ILT

## Status history

Jun 1

NOT STARTED | Jun 01, 2018
**Evidence**
Updated list of Interventions

NOT STARTED | Teachers will use progress monitoring to guide and adjust instruction and determine supports for remediation or acceleration."

Aug 28, 2018 to Jun 26, 2020 - MTSS Team/Teachers

## Status history

Jun 1

NOT STARTED | Jun 01, 2018
**Evidence**
MTSS files and progress monitoring logs

NOT STARTED

The school will provide additional Tiered supports for students (during school and after school hours) in various tiers as well as for students requiring accelerated interventions."

Sep 03, 2018 to Jun 26, 2020 - MTSS Team/Teachers

## Status history

Jun 1

NOT STARTED | Jun 01, 2018
**Evidence**
List of students participating in interventions

NOT STARTED | The MTSS Team will evaluate student progress and interventions."

Oct 22, 2018 to Jun 26, 2020 - MTSS Lead

## Status history

Jun 1

NOT STARTED | Jun 01, 2018
**Evidence**
MTSS notes

NOT STARTED

The school will involve parents in the MTSS process by providing and helping them understand student data. Parents with receive specific interventions based on specific student needs. They will also complete an in intervention log to inform the school of student progress."

Oct 29, 2018 to Jun 26, 2020 - MTSS member and classroom teacher

## Status history

Jun 1

NOT STARTED | Jun 01, 2018
**Evidence**
Notes from meetings/ Parent log

NOT STARTED | The MTSS team will create a one-pager detailing the guidelines, criteria and expectations."

Jul 02, 2018 to Oct 01, 2018 - MTSS team

## Status history

Jun 1

NOT STARTED | Jun 01, 2018
**Evidence**
MTSS one-pager

Strategy 3

NOT STARTED | Teachers will participate in Professional Development around inclusion and co-teaching models."

Aug 28, 2018 to Sep 25, 2018 - Network Support; SEA; Allejandro Avenallaneda

## Status history

Jun 1

| NOT STARTED | Jun 01, 2018 |
|---|---|
| | **Evidence** |
| | Power Point |

NOT STARTED  Teachers will participate in Professional Development around writing and revising IEP's."

Aug 28, 2018 to Jun 26, 2020 - DRA: Kim Aguirre

## Status history

Jun 1

| NOT STARTED | Jun 01, 2018 |
|---|---|
| | **Evidence** |
| | Power Point Presentation, Attendance List |

NOT STARTED  General Education teachers will collaborate with Special Ed. teachers in lesson planning."

Aug 28, 2018 to Jun 26, 2020 - AP's and Literacy Coach

## Status history

Jun 1

| NOT STARTED | Jun 01, 2018 |
|---|---|
| | **Evidence** |
| | Lesson Plans |

NOT STARTED  General Education Teachers and Special Ed. teachers will analyze student work as it aligns to IEP and to CCSS."

Aug 27, 2018 to Jun 26, 2020 - AP's and Literacy Coach

## Status history

Jun 1

| NOT STARTED | Jun 01, 2018 |
|---|---|
| | **Evidence** |
| | Notes from grade level meeting |

NOT STARTED

Teachers will receive Professional Development on progress monitoring and use of CAI Systems to address and monitor student learning needs."

Aug 28, 2018 to Jun 26, 2019 - Technology Coordinator

## Status history

Jun 1

| NOT STARTED | Jun 01, 2018 |
|---|---|
| | **Evidence** |

NOT STARTED  Teachers will participate on Professional Development around differentiation."

Aug 28, 2018 to Jun 26, 2019 - Instructional Coach

## Status history

<table>
<tr><td>NOT STARTED</td><td>Jun 01, 2018<br>**Evidence**<br>Power Point, Attendance List</td></tr>
</table>

NOT STARTED

Teachers will participate in peer observations, implementation of new learning should be evident. Feedback will be provided to teachers."

Sep 17, 2018 to Jun 26, 2020 - Administration, Instructional coach

## Status history

Jun 1

<table>
<tr><td>NOT STARTED</td><td>Jun 01, 2018<br>**Evidence**<br>Peer Observation Feedback</td></tr>
</table>

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.

> Our school is receiving NCLB Title 1 funds for the 2018-19 school year. We currently have a Parent Advisory Council (PAC) that meets monthly to review the Title 1 budget and receive training. This will continue in 2018-19. The parents of NCLB students attend these meetings and receive training and offer input on the NCLB program at Eli Whitney Elementary School in terms of review and improvement. On September 27, 2018, we will conduct our annual Title I Meeting to inform and involve parents regarding Title I.

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

> The annual meeting will be held on Thursday, September 27, 2018. At this time, parents will be informed of the school's NCLB Title 1 program and offer input on what they would like in terms of program offerings, services and materials/supplies. Title 1 requirements will also be shared regarding parents' rights to be involved in the program. We will find out at this time how parents wish to be notified of future meetings and at what time is convenient for them. Also on this date we will have the PAC election for parent officers of the NCLB Title 1 parent involvement program. A calendar of future meeting dates will be developed at this time. Our Organizational meeting will be October 11, 2018. Parents will be notified of NCLB Title I meetings via automated phone calls and flyers at least 48 hours prior to each meeting date.

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.

> We have NCLB PAC (Parent advisory council meetings), BAC ( Bilingual Advisory meetings), and LSC meetings on a monthly basis where parents are given ample opportunity to formulate suggestions and input regarding the education of their children. The school will immediately respond to any suggestions/requests made by parents. A calendar of BAC, NCLB, and LSC meeting dates will be established with the parents at the beginning of each school year.

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

> Parents are provided with ACCESS, BAS, PARCC and NWEA assessment results as soon as these become available. Benchmark assessment results will be provided to parents 3 times a year via letter notification. Parents will be asked to sign and return a portion of the letter indicating that they've read and understand their child's level of performance and are clear as to what can be done at home to support student growth. Furthermore, most of this information is provided once again during Report Card Pick Up day. The school also sends parents notification of student scores in these subjects along with promotion status at the end of the school year.

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

> Parents are provided with ACCESS, BAS, PARCC and NWEA assessment results as soon as these become available. Benchmark assessment results will be provided to parents 3 times a year via letter notification. Parents will be asked to sign and return a portion of the letter indicating that they've read and understand their child's level of performance and are clear as to what can be done at home to support student growth. Furthermore, most of this information is provided once again during Report Card Pick Up day. The school also sends parents notification of student scores in these subjects along with promotion status at the end of the school year.

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.

> In compliance with Title I Part A the administration conducts informational meetings with parents during the NCLB PAC meetings, BAC PAC meetings, Cafe Con El Director, and LSC meetings in order to inform parents about the content, standards and criteria requirements of Title I part A. Student Planners are used for regular communication between teachers and parents regarding student progress. The annual Title I parent meeting conducted in the fall will guide parents in understanding all of the state standards and assessments administered throughout the school year.

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.

> Funds provided through the school's NCLB Title I budget allow for parents to attend conferences, seminars and workshops pertaining to literacy and technology. Funds are also allotted for consultants to provide presentations on topics that will help enhance the home/school connection. Parents are also provided with literacy training and information regarding our Theory of Action, Learning Cycle, CAI systems available to students at school and home (Raz-Kids, IXL, Think Through Math, Red Ink, Compass Learning), and grade-specific meetings with teachers, literacy coach, and bilingual lead coach. Students and parents in grades Kindergarten through 3rd are given the opportunity to participate in the Young Engineers program that takes place at the Museum of Science and Industry on Saturdays during the spring, summer and fall of the current year. Through a continued partnership with ENLACE, parents are encouraged to become Parent Mentors in primary classrooms in order to support literacy development in both English and Spanish.

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.

> Staff will partake in on-going professional development geared toward helping them develop effective communication with parents. The opportunity will also be available for staff to attend workshops and outside conferences focused on building positive rapport and communication with families. Our expectation is for all staff members to communicate the academic progress of students not only during time of progress reports and report card pick-up, but on a continuous basis with a focus on student achievement. Parents are encouraged to volunteer at the school at any time.

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.

> As part of Ready to Learn, our Headstart program provides One 2.5 hours of instruction on a daily basis; each of our 2 teachers teaches 1 full classe daily, the other. Parents are encouraged to volunteer at our school upon completion of volunteer requirements established by the Chicago Public Schools. A parent orientation will be conducted for parents of incoming Pre-K and Kindergarten students explaining the curriculum and academic expectations for students as well as program placement in either our Transitional Bilingual Program or General Program of instruction.

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.

> Our school population consists of predominantly Latino families. As such, all communications sent to parents are written in both English and Spanish. Meetings are conducted in both languages, as needed. A list of available language interpreters in the school is posted in both main offices (Annex and Main Building).

Policy Implementation Activities

☑ The LSC will approve the school improvement plan and monitor the CIWP.

☑
In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.

☑
The school will coordinate the parent and family engagement programs identified in the CIWP.

☑
The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.

Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)

> N/A

## School-Parent Compact                                                        Complete

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

> The curriculum provided to our students is based on Common Core State Standards (CCSS) and guided by our Mission Statement, "Eli Whitney Elementary school will challenge our students to reach their true potential academically, socially and emotionally through academic excellence in order to prepare them for higher education, not just to become better students, but better citizens as well. We are committed to promote high achievement through academic rigor and integration of technology across the curriculum." Through our vision of providing "a safe, positive learning environment" we strive to inculcate in our students self-motivation and a love for learning to succeed in a global, bilingual, and bicultural society.

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.

> Our school provides parents with reports of student progress every 5 weeks. Parent-teacher conferences are held twice a year. In addition parents are welcome to access the parent portal and or scheduled parent teacher conferences as needed during the school year.

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

Progress reports from IMPACT are provided to parents every 5 weeks at each halfway point in the marking period. Formal report cards are distributed 4 times a year at the end of each learning quarter. Assessment results are provided as they become available to the school. Informal reports are also given to parents in the form of phone calls from teachers or administrators. Parents may request a meeting with teachers and administrators regarding their child's progress at any time with advance notification at a time that is convenient to all parties involved.

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

Eli Whitney staff is available for consultation with a prior scheduled appointment. All staff is available for consultation with parents during a regular preparation period. Furthermore parents can leave messages for teachers and/or email school staff to request a conference.

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

Parents are strongly encouraged to volunteer as long as they meet the criteria established by the Chicago Public Schools policy. Parent volunteer opportunities are available for field trips, parent patrol, special activities and more. In addition, parents are highly encouraged to serve as Parent Mentors through our partnership with ENLACE.

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

Each student is provided with an student planner where we have the rules, policies, uniform and discipline requirements. The planner is used as a tool for constant communication on a daily basis between teachers and parents. Events such as Family Literacy Night also provide parents an opportunity to participate in the educational process of their children. Teachers and school administration will make frequent contact (i.e. phone calls, letters, conferences) with parents in cases of chronic attendance issues or homework concerns.

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 have opportunities to participate in the decision-making process during regular PAC, BAC, and LSC meetings. Furthermore, parent input is provided for the development of the School-Parent Compact. Parents participate in IEP meetings for students with special needs as well as in the RTI process for struggling students. We will carefully analyze the results of the My School, My Voice parent surveys to ensure that we are taking the parents input into account when making decisions at the school level.

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).

At the beginning of each school year, expectations are clearly communicated to students regarding academic achievement, attendance, citizenship, and school discipline. Students are provided with a handbook outlining each of these items as well as a copy of the CPS Student Code of Conduct. Awards assemblies are conducted every quarter recognizing the accomplishments of students.

## 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.

Parents will be engaged in professional training that will enhance their educational awareness of strategies with the purpose of promoting student achievement.

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

| Account(s) | Description | Allocation | |
|---|---|---|---|
| 51130, 52130 | **Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies. | $ 0 | .00 |
| 53405 | **Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500. | $ 1000 | .00 |
| 53205 | **Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops. | $ 890 | .00 |

| 54125 | **Consultants**<br>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) | $ 1323 .00 |
|---|---|---|
| 54505 | **Admission and Registration Fees, Subscriptions and memberships**<br>For Parents use only. | $ 2000 .00 |
| <p>54205</p>**Travel** | Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed. | $ 1000 .00 |
| <p>54565</p>**Reimbursements** | Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts. | $ 0 .00 |
| <p>53510</p>**Postage** | Must be used for parent and family engagement programs only. | $ 0 .00 |
| 53306 | **Software**<br>Must be educational and for parent use only. | $ 0 .00 |
| 55005 | **Furniture and Equipment**<br>Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents. | $ 0 .00 |