



Nathan S Davis Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
02/07/2018	R. Rosales, D. Negron, L. Solis, A.Hunt	SEF Review
02/12/2018	R. Rosales, D. Negron, L. Solis, A.Hunt	SEF Review
02/26/2018	R. Rosales, D. Negron, L. Solis, A.Hunt, L. Dragos, A. Caballero	SEF Review & Prioritization
03/12/2018	R. Rosales, D. Negron, L. Solis, A.Hunt, L. Dragos, M. Valdez-Contreras	SEF Prioritization & Strategies
03/19/2018	R. Rosales, D. Negron, L. Solis, A.Hunt, L. Dragos	Strategies
04/09/2018	R. Rosales & A.Hunt	Fund Compliance and Parent Plan

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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.

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School's vision and mission was shared with the parents and the community during Network 8's Back-to-School Bash. Mission and Vision is shared during LSC, BAC, Title 1 PAC meetings, SOS, and other parent meetings throughout the year. Mission and Vision are also shared on our school website, parent-student handbook, and monthly school calendars. 2016 My School My Voice Survey 5 Essentials Survey rating for Effective Leaders was "Neutral"

During the 2016-17 School Year we had several grade level teams seeking out and attending professional development opportunities outside of the required school improvement days, institute days and Flex days. Some of the PD included Go Math PD, Reading in Motion, STEM, Wilson training.

Teachers contributed to the development of team norms specific to their own grade level and/or content team.

Per CPS Framework for Teaching 4d Growing and Developing Professionally almost all teachers participate in Institute Days, Flex Days and grade level meetings as evidenced by sign in sheets.

Teachers are becoming more consistent in following school policies and procedures when reporting tardiness or absences although high absenteeism rates continues to be a challenge at our school. Weekly attendance rates average between 93-95%.

Teachers have opportunities to lead Content Teams, Thinking Map Teams, AAI PD.

A few teachers take the initiative to mentor and/or coach peers.

Large scale strategic planning processes are thoughtfully and gradually introduced and released to staff. E.g. Content Teams, ILT; implementation of EL Correction Action Plan.

Teacher Content teams meet quarterly to vertically plan units

Per CPS Framework for Teaching 4e Demonstrating Professionalism, most teachers maintain student and required school information confidential.

Teacher interactions with students and families are honest and appropriate most of the time.

Thinking Map Teacher Facilitators modeled lessons with their homerooms and shared the evidence with the teachers during Teacher Institute Days.

Teachers provide support to students other than their own during after school programs.

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
 - Consider the demographics of the school community in developing a shared vision.
 - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
 - Consistently use informal and formal opportunities to champion and articulate the vision.
 - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
 - Ensure the school's identity, vision, and mission drive school decisions.

- Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
 - Build shared leadership structures and opportunities for job-embedded leadership training and development.
 - Capitalize on the leadership skills of others.
 - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
 - Master skills associated with large-scale strategic planning processes and implementation of such plans.
 - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
 - Model ambitious goals for teaching and learning for all students, including priority groups.
 - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
 - Buffer staff from external distractions to the school's priorities and goals.
 - Limit school improvement goals to a few high leverage activities.
 - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

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Each classroom has the Davis Vision and Mission posted,
 During the Back to School Bash, the school's Mission & Vision was shared via a brochure to parents and visitors at large.
 ILT developed norms and have a common vision and mission.
 ILT has equity of voice and contributes to the decision-making process for improving instructional practices.
 Weekly meetings include a focused agenda, notes and action items.
 ILT uses protocols to facilitate discussions about data and best practices.
 ILT engages in pre-learning and post learning walks.
 ILT Communicates to staff the results of data walk.
 ILT makes adjustments to future professional development via exit slips and face to face feedback.
 ILT engages in professional readings to increase effectiveness as a team.
 ILT gathers data from teacher surveys to determine Learning Cycles.
 ILT contributes to the development of the CIWP.
 ILT engages in continuous improvement cycles.
 ILT builds teacher capacity to lead cycles of learning and problem solve.

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
 - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
 - Relentlessly ask, "Is it working?" about every program, initiative, and strategy in the school.
 - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
 - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "If not, why not?"
- **Share leadership for improving teaching and learning with representative school members.**
 - Organize the team around a common understanding of team's purpose and instructional priorities.
 - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
 - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)

- **Use protocols and ask probing questions.**
 - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
 - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
 - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
 - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
 - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
 - Meet regularly (2-4 times per month).
 - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
 - All team members have equity of voice and are actively engaged in asking questions.
 - Celebrate small wins and improvements.
 - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

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

Professional Learning:

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

Score

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Professional learning, in most cases, is done in response to research that best aligns with the problems uncovered. All priorities require teachers to learn before doing. Teams of teachers and ILT facilitate most of the professional learning and learning cycle. Teacher Leaders facilitate professional learning on Thinking Maps, AAI, and MTSS during school improvement days institute days, and flex days. Content teams are provided with the time needed to engage in vertical and horizontal alignment during school improvement days institute days, and/or flex days. Additionally, content teams are being paid one hour per month to meet to work of aligning curriculum. Rotation of Grade Level Meetings Topics include: Week One: Administrative Lead/MTSS; Week Two: Data Dive/ Student Goal Setting; Week Three: Unit Planning/Analysis of Student Work and Week Four: Learning Cycles/Thinking Maps. Grade Level meetings agendas, Weekly Bulletins and PD Exit slips are all uploaded to the google drive so that teachers are aware of what information is going to be covered and the expectations for the meeting.. We have begun to plan and execute professional learning around AAI so that teachers understand the importance of developing positives student identities as thinkers and learners; and for them to identify teacher moves that positively affect student learning. Reading In Motion Training provided to K-2nd grade teachers to deliver Tier 1 support to their students..

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
 - Use data to identify performance and practice gaps to inform PL plan.
 - Use research about best practices to identify potential learning and subject matter experts to support.
 - Solicit feedback from staff to inform selection of PL opportunities.
 - Provide PL relevant to the cultural and linguistic needs of students.
 - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
 - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
 - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
 - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**

- Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
- Teachers provide and accept collegial support and feedback to/from colleagues.
- Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
 - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
 - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
 - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
 - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ 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	82. Observes and Evaluates Staff and Gives Feedback to Staff 86. Professional Development Provided for Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ 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

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Created an intervention schedule using our enrichment teachers and paraprofessional to support literacy to students in Kdg and 3rd who are below grade level.

Designed a rotating enrichment schedule to maximize instructional time and for grade level teams to have weekly common planning time.

Organized a check out system for the Guided Level Reading Library for teachers.

Partnered with Brighton Park Organization to support students in literacy and math by creating after school programming 4x times a week for an hour.

Established teams of teachers to interview candidates and designed a protocol document that is used during interviews.

The use of technology (Computer labs and Chromebook carts) is organized via "check-out" system, and connected to learning targets

Parent mentors working with upper grades.

Strategically budgeted necessary funds to purchase materials aligned to school priorities including Reading in Motion, Making Meaning, Go Math, etc. Have renewed necessary educational licenses including Raz Kids, Reading A-Z, Thinking Maps Online Community, etc.

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
 - Use CPS Instructional Time Guidelines to maximize instructional time.
 - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
 - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
 - Leverage strategic source vendors to maximize dollars.
 - Seek and obtain grants to support articulated needs.
 - Use grant funds strategically to support areas of highest need.
 - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of**

outcomes of particular uses of resources.

- **Have a ‘hiring team’ and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
 - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
 - Use an interview process including a protocol for questioning and select highly qualified candidates.
 - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
 - Check teachers’ previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
 - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
 - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
 - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
 - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
 - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school’s vision.**
 - Monitor the impact of partner organizations’ activity.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

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.

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2017 My School My Voice Survey Five Essentials Survey rating for Ambitious instruction was “Neutral”
 2017 My School My Voice Survey Five Essentials Survey rating for Supportive Environment was “Weak”
 Curriculum Content Area Teams have been established to allow for vertical planning.
 Students friendly learning targets are continue to used in all grade levels and content areas
 Third year of school wide implementations of Thinking Maps
 Balanced Literacy schedules in the primary grades (K-2) are still in place
 School wide implementation of Second Step SEL and Calm Classroom Techniques are in place
 Grade Level teams continue to meet to design comprehensive UBD aligned unit plans that include formative, summative assessment and Performance Task.

Guide for Curriculum

- - **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the

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

Evidence, Measures, and Standards

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

Instructional Materials:

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

Score

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Guided Reading Library provided in English/Spanish in the main building and Annex for staff
 Integration of technology in weekly lessons
 Technology based programs (Raz-Kids, Reading A-Z, IXL, Prodigy Math, Khan Academy, CommonLit, Readworks)
 Foss kits for grades K-5
 Middle school Lab-aids
 Each teacher has a laptop to use for planning and/or delivering instruction
 Elmo and LCD projectors used for teaching lessons
 Chromebooks are available to support content areas 1 cart per grade level.
 Three fully functional computers labs for students to support learning.
 Thinking Maps online community license purchase to provide professional learning to teachers.
 Making Meaning ELA curriculum used in grades K-5
 My Perspective Curriculum and online access for grades 6th -8th

Guide for Instructional Materials

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

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

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

Score

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Mid-year review of examining tasks in the content areas and student work using protocols.
 Observation of student learning via learning walks by the instructional leadership team.
 Learning targets are evident in 80% of classes.
 Students are engaged in Math Talks about 50% of all classrooms.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques,

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 1.d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ 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 (SWP) ✓ Slice Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

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

Score

1 2 3 4

Middle School has advisory every week.
 Transition supports for all Kindergarten families and new families.
 Work needed with the 5th to 6th grade transitions.
 Few selective enrollment placement.
 Need to provide opportunities to visit colleges.
 Need to transition to a school wide growth mind set that all students can have a successful career and/or college life.
 Annual Youth Summit at UIC for 7th/8th grade students.
 100% of our 8th grade students have registered with GoCPS.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.

- Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, CTE recruitment fairs, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
- Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during "Summer Melt" and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals. Expose students to CTE Pathways around career options
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.
 - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
 - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
 - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
 - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
 - Provide opportunities for Dual Credit/Dual Enrollment
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.
 - Equipping students and families with persistence strategies. (College Persistence Toolkit)
 - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 2 3 4

REACH data and observation data from forming of all CIWP priorities.
 Collaborative weekly meetings and PD.
 Flexible grouping in most grades.
 Students need to articulate the relevance of the learning target.
 Use of low- and high-level, open-ended questions in some unit plans.
 Use progress monitoring data to trace effectiveness of interventions for students in grades K-2nd.

Guide for Instruction

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

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

Score

1 2 3 4

needs of all students, including diverse learners and English learners.

School wide grading policy is in place, with 80% consistency at each grade level. It is standard based, allows a focus on mastery and encourages feedback and student growth.
 More work is needed in ensuring that the categories, weights, and other grading policies are in line with best practices.
 Need to create common interim assessments across the grades.

Guide for Balanced Assessment & Grading

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
Measures	✓ SGRP Attainment and Growth
	Five Essentials: Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1.e. Selecting Learning Objectives
	1.e. Designing Student Assessment
	3.d. Using Assessment in Instruction
	4.a. Reflecting on Teaching & Learning
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
	4b. Maintaining Accurate Records
Now What? Materials to Support Improvement Planning	
✓	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

SEL Tier 1 - Calm Classroom, Behavior Management system, Attendance goal of 95%, Class Dojo, Davis Way Matrix, Second Step, Behavior Reflection form and area in each classroom
Academic Tier 1 - Differentiation in 80% of the classrooms, Guided reading groups in grades in kindergarten through 3rd, all classroom post learning targets, Reading Balanced Literacy 90 minute block, Progress monitoring every 5 weeks, Explicit teaching, and implementation of Thinking maps

SEL Tier 2 - Check In and Out, Bullying group, Pro-social group, anger management group, referral to administration, BPNC after school, before and after school help in reading and math, ELL after school program 2x a week, attendance contract with parents, Tier 2 Academic - Guided reading or math groups 2 times a week, supplemental resources in reading and math: RAZ Kids, Reading A-Z, IXL, Khan Academy, Intervention Central, Pull out small group reading intervention by enrichment teacher, parent mentors, parent meeting on TRC data and Math

SEL Tier 3 - Referral to school counseling, referral to BPNC counseling, UIC counseling, Crises Team, Referral to social worker, home visit for chronic truancy
Tier 3 Academic - Progress monitoring every two weeks, supplemental resources in reading and math: RAZ Kids, Reading A-Z, IXL, Khan Academy, Intervention Central, Pull out small group reading intervention by enrichment teacher, parent mentors

Guide for Multi-Tiered System of Supports

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

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

Score

1 **2** 3 4

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

Common Core State Standards vertically aligned for all students.
 Teachers need to move students toward independence, self-reflection and student ownership for their learning.
 Extracurricular opportunities for leadership.
 Helping students learn to work at their own appropriate level - shift in literacy towards independent reading.
 High expectations. Davis Way - Respect for Self.
 Class Dojo is implemented in grades 2nd-8th.
 Need to move from Fixed vs Growth Mindset.
 Increase positive reinforcement when giving student feedback.
 Attendance plan is implemented.
 Attendance signs posted outside of each classroom.
 SQRP SY17 National School Growth Percentile in Reading (Grades 3-8) was 38%
 SQRP SY17 National School Growth Percentile in Math (Grades 3-8) was 52%
 SQRP SY17 National School Attainment Percentile in Reading (Grades 3-8) 41% (-1)
 SQRP SY17 National School Attainment Percentile in Math (Grades 3-8) 43% (+9)
 SQRP SY17 National School Attainment Percentile in Reading (Grades 2) 20% (-25%)
 SQRP SY17 National School Attainment Percentile in Math (Grades 2) 11% (-26)
 2017 My School My Voice Survey Five Essentials Survey rating for Ambitious Instruction remained "Neutral"
 2017 My School My Voice Survey Five Essentials Survey rating for Collaborative Teachers was "Neutral" which is one level lower than the previous year.
 2017 My School My Voice Survey Five Essentials Survey rating for Supportive Environment remained "Weak"
 Quarterly academic and SEL student goals are required for all students PreK-8th.
 During GLM teachers have begun to engage in analyzing exemplars and student work.
 Teachers use the Attendance tracker to identify individual classroom strategies to promote daily and timely attendance.
 Student work is displayed in the hallways and the work is updated monthly.
 Students receive individual recognition via bulletin boards for student of the month and for a meeting quarterly academic goals.
 Classrooms receive recognition for good attendance via the attendance boards.
 Throughout the building, there are many visual reminders of the school's vision, mission, and expectations for the school community.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

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

Relational Trust:

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

Score

1 2 3 4

2017 My School My Voice Survey Five Essentials Survey rating for Collaborative Teachers was "Neutral" which is one level lower than the previous year.

2017 My School My Voice Survey Five Essentials Survey rating for Supportive Environment remained "Weak" although the Student-Teacher Trust score was (49 - Neutral).

Our school was granted Established Supportive Environment certification by the CPS Office of Social Emotional Learning.

Leadership-Staff Relationships Staff members report that they have strong, supportive relationships with leadership (94.9% net agree) per the School Climate Standards Self-Assessment

Staff-Student Relationships - Adults in the building show care and respect for students through daily positive, supportive, personalized interactions. Our score was 100% net agree (51% strongly agree & 41% agree) per the School Climate Standards Self-Assessment

Student-Student Relationships: Students show empathy and respect for each other. Our score was 92.3% net agree per the School Climate Standards Self-Assessment

Staff-Staff Relationship: Adults in the school model the behavioral expectations set forth for students. Staff members willingly and effectively collaborate to improve their own practice and the school as a whole. Staff members feel supported and respected by one another personally and professionally. Our score was 92.3% net agree.

5-8th Grade Teachers have received training in restorative practices. Teachers attempt to create opportunities for students to socialize, build positive relationships and resolve conflicts peacefully.

There are key staff members in the school that have been identified to check in with challenging students including school security, physical education teachers, school counselor, BPNC counselor/case manager, parent mentors, and school administrators.

ILT members, Summit Teacher leaders and Thinking Maps Team leaders facilitate professional learning during SID, Flex Days, and during grade level meetings.

Teachers have opportunities to actively participate and collaborate with each other during weekly grade level meetings.

K-8th Grade teacher representation is evident in each of our content teams. Teachers are compensated for the time they invest in collaborating around content specific team work.

PPLC is established and active. Teachers have not brought up any major concerns.

Teacher teams collaborate to create and facilitate grade specific parent meetings to address students Off-Track.

PreK Teachers and teacher assistants have opportunities to share the learning gained from professional learning and/or workshops attended during grade level meetings at least once per quarter.

Non- Classroom teacher leaders (ELPT, PreK Head teacher and ECE parent teacher) support their peers

Guide for Relational Trust

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Collaborative Teachers Supportive Environment
MTSS Framework	Shared Leadership, Family & Community Engagement
CPS Framework for Teaching	<ul style="list-style-type: none"> 1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate
Now WHAT? Materials to Support Improvement Planning	
✓	Social Emotional Learning Supports (cps.edu/sel)
✓	Trust in Schools: A Core Resource for School Reform (ASCD)
✓	Creating a School Community (ASCD)

Student Voice, Engagement, & Civic Life:

Score

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

1 2 3 4

Named a 2017 Schools to Watch School by the Association of Illinois Middle-Grade Schools (AIMS)
2017 My School My Voice Survey Five Essentials Survey rating for Supportive Environment was "Weak"
MVMS Student Survey participation rate was over 90%
Student led Student Voice Committee (6-8th)
Student led UIC Health Committee (5-8th)
Student Council (6-8th)
Students provided input in the desired design and features of our soon to come Space to Grow Playground renovation project.
Students participate in annual Youth Summit at UIC (7th/8th)
Urban Initiatives Work to Play Soccer Program (3rd/4th grades)
CPS Sports (5-8th) including soccer and volleyball
Inter-scholastic basketball teams (5-8th)
Cheer-leading Teams (K-4th and 5-8th)
BPNC Dance Team
Chicago Children's Choir
Girls on the Run Club
Arts and Crafts Club

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

Safety & Order:

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

Score

1 2 3 4

Teachers use evidence-based programs to explicitly teach social and emotional skills to all students including, Second Step; Calm Classroom, Mindfulness Practices, Class Dojo, etc. Our score was 100% net agree.

Evidence-based small group and individual interventions are provided for students who need additional support to develop their social and emotional skills. Including but not limited to anger management, bullying, mentoring, check in/check out, etc. Our score was 92.3% net agree

Room 308 is our designated peace room. Students and staff contributed to painting, furnishing and decorating the room.

5 Essential Score was weak.

29% of parents reported that Bullying is a little evident.

School-wide Behavior Expectations for K-8 are understood and posted on each floor (both buildings)

Color coded classroom Behavior Charts are implemented K-5th

6-8th Classes use Class Dojo app to promote and monitor positive student behavior

Lunchroom Behavior Expectations are posted and classes are rewarded for meeting expectations.

Universal visual and verbal cues such as give me five, 100% technique, zero level, etc. are used by most teachers and staff.

Structured recess program is in place. There is one recess monitor assigned to every class.

Teachers receive annual training on Safety Drills protocols

Students receive immediate feedback on their participation of school safety drills.

Classroom schedules are posted in every room.

Enrichment schedules are posted on every floor

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

Score

1 2 **3** 4

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

5 Essentials Survey result Peer Support For Academic Work (26 - Weak)
 Academic Personalism (26 - Weak)
 Safety (30 - Weak)
 Student-Teacher Trust (49 - Neutral)
 Class Dojo Prek-8th
 PreK-8th Second Step Curriculum used
 School security and AP are certified in Restorative Practices.
 10 Week Restorative Practice training for teachers 5-8th 5-8th Grade Teachers have received a 10 week training in restorative practices. Teachers are better equipped to create opportunities for students to socialize, build positive relationships and resolve conflicts peacefully.
 There are key staff members in the school that have been identified to check in with challenging students including school security, physical education teachers, school counselor, BPNC counselor/case manager, parent mentors, and school administrators.
 Student of the month
 School works with CPS Safety and Security teachers to conduct home visits and check in with challenging students.
 School wide expectations Prek-8th Be Respectful, Be Responsible, Be Safe
 BPNC counselors/case manager provide small group and/or individual counseling to at risk students.
 Bullying class led by AP.

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

Parent and Family Partnership:

Score

1 2 3 4

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

5 Essentials score was strong
Responsible member participation in BAC, PAC and LSC committees.
Good parent participation in BAC and PAC meetings.
Low parent participation in LSC meetings.
Outreach communication strategies include twitter, website, robocalls, monthly calendar, flyers and letters sent home in both English and Spanish.
Good parental participation in Child Parent Center.
Parent Patrol
Parent Mentors
In the My Voice My School Survey we scored neutral in the parent-teacher partnership section.
Parents are leading the work of the Healthy Student Market.
Parents are working with the school to recruit community leaders to lead the BSA Troop.
Ongoing Partnership with BPNC and UIC Clinic.
GED and ESL classes for parents
Kickboxing and Nutrition Classes for parents
Arts and Craft, crochet knitting classes for parents.

Guide for Parent and Family Partnership

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

- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
 - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
 - Information is provided to parents in their native language.
 - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Examples of communication methods and content ✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc. ✓ Outreach efforts ✓ Documentation of responsiveness to Parent Support Center concerns raised ✓ Event agendas, flyers ✓ Fundraising activities and amounts (if applicable) ✓ How does the school honor and reflect the diversity of families including language and culture?
Measures	<ul style="list-style-type: none"> ✓ Five Essentials Score – Involved Families ✓ My Voice, My School Survey scores – outreach to parents, parent-teacher trust
Five Essentials	Involved Families
MTSS Framework	Family & Community Engagement
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Parent Support Centers ✓ Parent University ✓ Parent Portal

School Excellence Framework Priorities

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

4	Culture of & Structure for Continuous Improvement: Professional Learning	1	2	3	4	5	⊗
4	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	⊗
4	Expectations for Quality & Character of School Life: Parent and Family Partnership	1	2	3	4	5	⊗
4	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊗
4	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊗

Goals

Required metrics (Elementary)

18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 1 in 1 year and Level 1+ in 2 years.	92.00	38.00	50.00	70.00	80.00
National School Growth Percentile - Math					
This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 1 in 1 year and Level 1+ in 2 years.	57.00	52.00	62.00	70.00	80.00
% of Students Meeting/Exceeding National Ave Growth Norms					
This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 1 in 1 year and Level 1+ in 2 years.	58.80	50.00	60.00	70.00	80.00
African-American Growth Percentile - Reading					
This data is not available for our school for the 2016-17 and 2017-18 SY. This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 1 in 1 year and Level 1+ in 2 years.	(Blank)	(Blank)	40.00	50.00	60.00
Hispanic Growth Percentile - Reading					
This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 1 in 1 year and Level 1+ in 2 years.	90.00	40.00	50.00	60.00	70.00
English Learner Growth Percentile - Reading					
This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 1 in 1 year and Level 1+ in 2 years.	76.00	27.00	40.00	50.00	60.00
Diverse Learner Growth Percentile - Reading					

This data is not available for our school for the 2016-17 and 2017-18 SY. This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 1 in 1 year and Level 1+ in 2 years.

(Blank)

(Blank)

40.00

50.00

60.00

African-American Growth Percentile - Math

This data is not available for our school for the 2016-17 and 2017-18 SY. This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 1 in 1 year and Level 1+ in 2 years.

(Blank)

(Blank)

40.00

50.00

60.00

Hispanic Growth Percentile - Math

This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 1 in 1 year and Level 1+ in 2 years.

58.00

53.00

65.00

70.00

75.00

English Learner Growth Percentile - Math

This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 1 in 1 year and Level 1+ in 2 years.

43.00

45.00

65.00

70.00

75.00

Diverse Learner Growth Percentile - Math

This data is not available for our school for the 2016-17 and 2017-18 SY. This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 1 in 1 year and Level 1+ in 2 years.

(Blank)

(Blank)

40.00

50.00

60.00

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

This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 1 in 1 year and Level 1+ in 2 years.

42.00

41.00

50.00

60.00

70.00

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

This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 1 in 1 year and Level 1+ in 2 years.

34.00

43.00

55.00

65.00

75.00

National School Attainment Percentile - Reading (Grade 2)

This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 1 in 1 year and Level 1+ in 2 years.

45.00

20.00

40.00

50.00

60.00

National School Attainment Percentile - Math (Grade 2)

This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 1 in 1 year and Level 1+ in 2 years.

37.00

11.00

40.00

50.00

60.00

% of Students Making Sufficient Annual Progress on ACCESS

This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 1 in 1 year and Level 1+ in 2 years.

29.50 (Blank) 40.00 50.00 60.00

Average Daily Attendance Rate

This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 1 in 1 year and Level 1+ in 2 years.

95.60 95.00 96.00 97.00 98.00

My Voice, My School 5 Essentials Survey

Move to Organized in 1 year and move to Highly Organized in 2 years.

(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
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Strategies

Strategy 1

If we do...

Promote a shared mindset in the importance of learning and hard work with high learning expectations for all students

...then we see...

a classroom culture that encourages the belief that one can learn through perseverance, conveys high learning expectations for all students, and encourages students to take pride and ownership in their work

...which leads to...

students setting high expectation goals to meet all academic and socio-emotional learning standards leading to an increase of students on-track for academic and attendance success

Tags:

Growth mindset, Ownership, Goal setting, Expectations and goals

Area(s) of focus:

3

Action step

Plan and schedule school-wide activities that promote a growth mindset, such as math and reading themed celebrations, collaborative social studies projects, science learning fairs, literacy nights, and service learning projects.

Responsible

SEL Team, Content Teams, Admin, ILT

Timeframe

Sep 10, 2018 to Jul 19, 2019

Status

Not started

Student ownership, Differentiation, Leadership of departments, Leadership of grade levels, Academic performance

Engage parents and other real audiences to motivate students and showcase learning.

Students, Parents, Teachers, Admin, Others

Sep 10, 2018 to Jun 21, 2019

On-Track

Motivation, Parents, Academic performance

Teachers and staff will receive PD on growth mindset and implement school-wide.

Teachers, Staff, Administration

Aug 27, 2018 to Sep 7, 2018

On-Track

Growth mindsets

Teachers will provide frequent informative feedback on the task and the processes used to complete the task.

Teachers

Sep 10, 2018 to Jun 7, 2019

Not started

Teacher feedback

Teachers will set achievable micro-goals to encourage students' consistent, incremental progress.	Teachers, students	Sep 10, 2018 to Jun 21, 2019	Not started
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Goalsetting

Teachers convey the essential importance of what the students are learning by posting and communicating learning targets.	Teachers	Sep 10, 2018 to Jun 14, 2019	Not started
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Academic expectations, Learning target

Teachers will design classroom activities that involve cooperative--rather than competitive or individualistic--work.	Teachers	Sep 10, 2018 to Jun 14, 2019	Not started
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Cooperative learning

Strategy 2

If we do...

...then we see...

...which leads to...

If we establish and foster discourse in all classrooms and content areas	students constructing, assessing, justifying, and reconstructing arguments	increased intellectual engagement, critical thinking, and self directed learning
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Tags:

Academic rigor, Academic learning, Academic achievement

Area(s) of focus:

2

Action step

Responsible

Timeframe

Status

Content area PLCs will create content specific protocols for examining student work resulting in teachers having rigorous conversations about student engagement, differentiation, and clear next steps. This will lead to increased achievement for all students in the content areas.	Content Teams, ILT, Admin	Sep 10, 2018 to Jun 21, 2019	Not started
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Student work protocol, Content teams

During common planning time, teachers will create Common Core aligned academic tasks that are rigorous and will allow students to show their depth of knowledge.	Teachers	Sep 10, 2018 to Jun 21, 2019	On-Track
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Rigorous tasks, Students tasks

Teachers will use appropriate protocols to discuss student work and provide feedback to colleagues during GLMs, resulting in collaboratively constructed next steps for student learning which leads to increased responsiveness of instruction.	Teachers, Admin, ILT	Sep 3, 2018 to Jun 21, 2019	Not started
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Student work protocol, Responsiveness to instruction

Strategy 3

If we do...

...then we see...

...which leads to...

If we implement research based instructional strategies with fidelity	consistency in classroom instruction across grade levels	higher level of student engagement and student mastery of learning standards.
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Tags:

Student engagement, Instructional core effectiveness, Instructional alignment

Area(s) of focus:

1

Action step	Responsible	Timeframe	Status
Teacher teams analyze student tasks and work to determine complexity and relevancy	Teachers, Admin, ILT, Content Teams	Sep 3, 2018 to Jun 21, 2019	Not started
Authentic tasks, Collaborative feedback			
Teachers will utilize and revise performance tasks per grade level each quarter to monitor student progress and measure actionable data which will lead to informed instruction and a balanced assessment system.	ILT members and teachers in GLMs	Sep 3, 2018 to Jun 21, 2019	Not started
Balanced assessment, Academic performance			
ILT will facilitate professional learning during PD days, Flex Days and GLM on cycles of continuous improvement. All teachers and leaders will commit to understanding and implementing effective evidence-based teaching strategies resulting in increased educator effectiveness and improved results for all students.	ILT, Teachers, Admin	Sep 3, 2018 to Jun 21, 2019	Not started
Instructional strategy, Teacher pd			
Teachers will include activity menus in their curriculum at least once per quarter to include student choice and to differentiate learning thereby ensuring student engagement and adherence to important learning goals.	Teachers	Sep 3, 2018 to Jun 21, 2019	Not started
Curriculum Design, Differentiated instruction, Student engagement			
ELA Content Team will promote researched based practices that bridge CCSS across the content areas resulting in students' ability to read, comprehend, and interpret different genres of text, as well as construct literacy analysis and arguments.	Content Teams	Sep 3, 2018 to Jun 21, 2019	Not started
Literacy curriculum resources, Best practices			
Math Content Team will promote CCSS Mathematical Practice #3, Construct viable arguments and critique the reasoning of others, resulting in increased student discourse and in the development of students' mathematical mindsets.	Teachers	Sep 3, 2018 to Jun 21, 2019	Not started
Growth mindset, Discourse, Math practice standards 3 and 6			
Teachers will implement guided math instruction for students to receive targeted, standards-based, rigorous instruction.	Self-contained classroom teachers, DL teachers & math content teachers.	Sep 3, 2018 to Jun 21, 2019	Not started
Accountable talk, Rigorous instruction, Scaffolding, Aai, Guided math			
Science Content Team will promote NGSS, hands on experimentation, and real world application of content which will strengthen student inquiry and increase student ownership of learning.	Teachers	Sep 3, 2018 to Jun 21, 2019	Not started
Student ownership			
The ELP teacher will facilitate professional development on the inclusion of EL's during student led discourse utilizing WIDA standards which will result in increased language acquisition for our EL population.	Bilingual Teachers	Sep 3, 2018 to Jun 21, 2019	Not started
Culture of achievement, Inclusive environment, Inclusive practices			

LBS1 Team will facilitate professional development on the inclusion of DL's during student led discourse utilizing students' accommodations, modifications, and IEP goals which will result in increased inclusion and achievement for our DL population.

DL Teachers

Sep 3, 2018 to Jun 21, 2019

Not started

Culture of achievement, Inclusive environment, Inclusive practices

Action Plan

Strategy 1

NOT STARTED

Plan and schedule school-wide activities that promote a growth mindset, such as math and reading themed celebrations, collaborative social studies projects, science learning fairs, literacy nights, and service learning projects."

Sep 10, 2018 to Jul 19, 2019 - SEL Team, Content Teams, Admin, ILT

Status history



NOT STARTED

Oct 18, 2018

Evidence

ELA Content team is planning a Family Literacy Night on 10/18/18.

ON-TRACK

Oct 03, 2018

Evidence

K to 8th Grade Teachers are using "The Growth Mindset Coach" month by month handbook to implement researched based activities and hands on lessons that promote student growth mindset. During the first Tuesday of every month teachers share celebrations of activities they have tried and ways they are communicating with families.

COMPLETED

Sep 28, 2018

Evidence

Attendance Matters! Principal conducted Student Attendance Assemblies for K-8th on 09/28/18.

ON-TRACK

Jul 31, 2018

Evidence

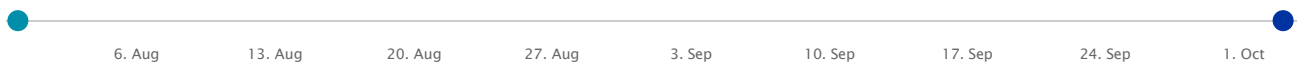
Curriculum Maps Lesson Plans Monthly Newsletters Robocalls Flyers

ON-TRACK

Engage parents and other real audiences to motivate students and showcase learning."

Sep 10, 2018 to Jun 21, 2019 - Students, Parents, Teachers, Admin, Others

Status history



ON-TRACK

Oct 03, 2018

Evidence

During grade level meetings teachers shared how they are using Curriculum Night, Class Dojo news feed, monthly newsletters, bulletin boards, student growth mindset journals and folders to connect with and engage parents and other audiences to motivate students and showcase student learning and growth mindset.

NOT STARTED

Jul 31, 2018

Evidence

Monthly Newsletters Robocalls Flyers

ON-TRACK

Teachers and staff will receive PD on growth mindset and implement school-wide."

Aug 27, 2018 to Sep 07, 2018 - Teachers, Staff, Administration

Status history



ON-TRACK

Oct 03, 2018

Evidence

K to 8th Grade Teachers are using "The Growth Mindset Coach" month by month handbook to implement researched based activities and hands on lessons that promote student growth mindset. During the first Tuesday of every month teachers share celebrations of activities they have tried and ways they are communicating with families.

COMPLETED

Aug 28, 2018

Evidence

During School Improvement Day 08.28.18, all teachers participated in growth mindset PD.

NOT STARTED

Jul 31, 2018

Evidence

PD Calendar Sign-in sheets Exit Slips

NOT STARTED

Teachers will provide frequent informative feedback on the task and the processes used to complete the task."

Sep 10, 2018 to Jun 07, 2019 - Teachers

Status history



NOT STARTED

Jul 31, 2018

Evidence

Logs Checklist

NOT STARTED

Teachers will set achievable micro-goals to encourage students' consistent, incremental progress."

Sep 10, 2018 to Jun 21, 2019 - Teachers, students

Status history



NOT STARTED

Jul 31, 2018

Evidence

Lesson Plans

NOT STARTED

Teachers convey the essential importance of what the students are learning by posting and communicating learning targets."

Sep 10, 2018 to Jun 14, 2019 - Teachers

Status history



NOT STARTED

Jul 31, 2018

Evidence

Lesson Plans Whiteboard or Anchor chart

NOT STARTED

Teachers will design classroom activities that involve cooperative--rather than competitive or individualistic--work."

Sep 10, 2018 to Jun 14, 2019 - Teachers

Status history



Jul 31

NOT STARTED

Jul 31, 2018

Evidence

Curriculum Maps Lesson Plans LASW

Strategy 2

NOT STARTED

Content area PLCs will create content specific protocols for examining student work resulting in teachers having rigorous conversations about student engagement, differentiation, and clear next steps. This will lead to increased achievement for all students in the content areas."

Sep 10, 2018 to Jun 21, 2019 - Content Teams, ILT, Admin

Status history

Jul 31

NOT STARTED

Jul 31, 2018

Evidence

Agendas Sign-In Sheets

ON-TRACK

During common planning time, teachers will create Common Core aligned academic tasks that are rigorous and will allow students to show their depth of knowledge."

Sep 10, 2018 to Jun 21, 2019 - Teachers

Status history

Sep 12

ON-TRACK

Sep 12, 2018

Evidence

Content team leaders met to discuss the action plan for this action step. Content team will focus on the first unit plans and alignment of rigorous tasks. Teachers were given a resource:

NOT STARTED

Teachers will use appropriate protocols to discuss student work and provide feedback to colleagues during GLMs, resulting in collaboratively constructed next steps for student learning which leads to increased responsiveness of instruction."

Sep 03, 2018 to Jun 21, 2019 - Teachers, Admin, ILT

Status history

Jul 31

NOT STARTED

Jul 31, 2018

Evidence

GLM Agendas Sign-In Sheets LASW Protocols

Strategy 3

NOT STARTED

Teacher teams analyze student tasks and work to determine complexity and relevancy"

Sep 03, 2018 to Jun 21, 2019 - Teachers, Admin, ILT, Content Teams

Status history

Jul 31

NOT STARTED

Jul 31, 2018

Evidence

GLM Agendas Sign-In Sheets

NOT STARTED

Teachers will utilize and revise performance tasks per grade level each quarter to monitor student progress and measure actionable data which will lead to informed instruction and a balanced assessment system."

Sep 03, 2018 to Jun 21, 2019 - ILT members and teachers in GLMs

Status history

Jul 31

NOT STARTED

Jul 31, 2018

Evidence

GLM Agendas Sign-In Sheets

NOT STARTED

ILT will facilitate professional learning during PD days, Flex Days and GLM on cycles of continuous improvement. All teachers and leaders will commit to understanding and implementing effective evidence-based teaching strategies resulting in increased educator effectiveness and improved results for all students."

Sep 03, 2018 to Jun 21, 2019 - ILT, Teachers, Admin

Status history

Jul 31

NOT STARTED

Jul 31, 2018

Evidence

Agendas Sign-In Sheets PPT presentations

NOT STARTED

Teachers will include activity menus in their curriculum at least once per quarter to include student choice and to differentiate learning thereby ensuring student engagement and adherence to important learning goals."

Sep 03, 2018 to Jun 21, 2019 - Teachers

Status history

Jul 31

NOT STARTED

Jul 31, 2018

Evidence

Curriculum Maps Unit Plans Lesson Plans

NOT STARTED

ELA Content Team will promote researched based practices that bridge CCSS across the content areas resulting in students' ability to read, comprehend, and interpret different genres of text, as well as construct literacy analysis and arguments."

Sep 03, 2018 to Jun 21, 2019 - Content Teams

Status history

Jul 31

NOT STARTED

Jul 31, 2018

Evidence

PD Agendas Sign-In Sheets Unit Plans Lesson Plans

NOT STARTED

Math Content Team will promote CCSS Mathematical Practice #3, Construct viable arguments and critique the reasoning of others, resulting in increased student discourse and in the development of students' mathematical mindsets."

Sep 03, 2018 to Jun 21, 2019 - Teachers

Status history

Jul 31

NOT STARTED

Jul 31, 2018

Evidence

PD Agendas Sign-In Sheets Unit Plans Lesson Plans

NOT STARTED

The ELP teacher will facilitate professional development on the inclusion of EL's during student led discourse utilizing WIDA standards which will result in increased language acquisition for our EL population."

Sep 03, 2018 to Jun 21, 2019 - Bilingual Teachers

Status history

Jul 31

NOT STARTED

Jul 31, 2018

Evidence

PD Agendas Sign-In Sheets Unit Plans Lesson Plans

NOT STARTED

LBS1 Team will facilitate professional development on the inclusion of DL's during student led discourse utilizing students' accommodations, modifications, and IEP goals which will result in increased inclusion and achievement for our DL population."

Sep 03, 2018 to Jun 21, 2019 - DL Teachers

Status history

Jul 31

NOT STARTED

Jul 31, 2018

Evidence

PD Agendas Sign-In Sheets Unit Plans Lesson Plans

NOT STARTED

Science Content Team will promote NGSS, hands on experimentation, and real world application of content which will strengthen student inquiry and increase student ownership of learning."

Sep 03, 2018 to Jun 21, 2019 - Teachers

Status history

Jul 31

NOT STARTED

Jul 31, 2018

Evidence

PD Agendas Sign-In Sheets Unit Plans Lesson Plans

NOT STARTED

Teachers will implement guided math instruction for students to receive targeted, standards-based, rigorous instruction."

Sep 03, 2018 to Jun 21, 2019 - Self-contained classroom teachers, DL teachers & math content teachers.

Status history

Jul 31

NOT STARTED

Jul 31, 2018

Evidence

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

ESSA Program

ESSA Schoolwide Program

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

Nathan S Davis Elementary School holds regular monthly meetings with its NCLB Title 1 PAC, LSC, and BAC Committee members. Consequently, parents have plenty of opportunities to participate in the development, and revision of our NCLB, Title I school parental involvement plan and policy. Parents are encouraged to voice their opinions and concerns via the completion of My Voice, My school survey and by attending the annual State of the School presentation. Furthermore, parents are strongly encouraged to actively participate in the development and revision of the annual Continuous Improvement Work Plan. Parents are notified in advance of these meetings dates via the monthly school calendar, automated calling system, and through the monthly principal's newsletter.

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

Principal and/or designee will hold an Annual Title I Informational meeting during the second week in September, 2018 to inform parents/legal guardians, teachers and staff, and concerned community individuals of the school's participation in NCLB, Title I programs. At this meeting, attendees are informed with great detail of their right to work with the principal in the planning, design, implementation, and evaluation of the Title I Program. Attendees also receive a copy of the School's Title I CIWP Design, Parent Involvement Budget Plan, Parent Involvement Policy, Parent Compact, Title I Budget and Title I Parent Funds and other, District Parent Involvement Policy, CPS Title I Parent Involvement Guidelines and PAC Organizational Meeting date.

Principal will host the NCLB Title 1 PAC Organizational meeting during the last week in September, 2018 to elect new committee officers and to establish monthly meeting dates and times for the year. Meeting information for both meetings is posted monthly on the school doors; is included in the monthly school calendar; monthly Principal's Newsletter, flyers are sent home with students, and robocalls are generated.

" Our Annual Principal Meeting will be held during the last week in September, 2018 and our Organizational Meeting will be held September 27, 2017."

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.

Year round, parents are urged to attend and participate in monthly Coffee with the Principal, LSC, NCLB Title 1 PAC, BAC, Wellness committee meetings, and yearly CIWP planning meetings. Suggestions that generally arise during these meetings are recorded, incorporated and/or addressed as soon as it is feasible or during subsequent meetings. Individual parent requests to meet with teachers, administrators and/or staff to discuss behavioral and academic decisions affecting their child will be screened and delegated to the appropriate staff member e.g. classroom teacher, recess coordinator, counselor, bilingual specialist, Assistant Principal and/or Principal. Parents are provided advanced notification of specific meeting dates to execute informed decisions relating to the education of their children including attendance to EIP, 504 Plan, Annual Review and related services meetings. Additional parent requests to participate in decisions relating to the education of their children will be scheduled by school administration when deemed appropriate and necessary.

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.

Individual students' State assessment reports (2018 PARCC) will be distributed and discussed with parents during Curriculum Night in September or during parent-teacher conference night in November. The student profile reports are sent home after each test administration of the NWEA MAP assessment (BOY, MOY and EOY) and a robocall is generated to advise parents that these reports are available and they should expect their child to bring theirs home. Student progress reports are sent home quarterly. Parents are encouraged to see the classroom teacher for specific questions or needed clarifications.

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.

All of the teachers at Nathan S Davis Elementary School are highly qualified. In the event that a teacher no longer meets highly qualified status under Title 1 Regulations, then parents will be notified via a letter drafted in English and Spanish. Additionally, a parent meeting may be necessary to inform all parents.

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

Parent workshops are planned and facilitated several times per year to help promote understanding of the state's academic content standards; state and local academic standards and other alternative assessments. These workshops are scheduled to occur during regular monthly LSC, BAC and NCLB PAC meetings. We also offer group and individual parent training on IMPACT Grade Portal for better monitoring of student progress during parent-teacher conference nights.. Our staff will engage in professional learning opportunities to enhance staff-parent and parent-staff collaboration to support student progress including goal setting for students.

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.

Parents benefit from available workshops and resources that promote and support literacy and the use of technology. Information, resources, materials and trainings available to parents include but are not limited to English as a Second Language classes, GED, computer classes, nutrition classes, parenting classes, college readiness workshops; and participation in Family Reading Night. Numerous volunteer opportunities are available to parents at the classroom and/or school level. Parents are encouraged to actively participate in LSC, NCLB Title 1 PAC, BAC and Wellness Committees. Title 1 Parent Involvement funds are used to fund some of these activities.

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.

Our school will provide staff with professional learning opportunities to enhance staff-parent and parent-staff collaboration to support student progress. Our school will provide opportunities for staff and parents to communicate and work together by attending New Student/New Parent Orientation Days, Curriculum Night; providing access to GradeBook Parent Portal; monthly classroom newsletters and by text alerts and/or email.

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.

Nathan S Davis' ECE Child Parent Center provides parents with opportunities to participate in ECE workshops conducted daily on-site by our Parent Teacher. A minimum of one Scholastic Books fair and one Family Reading Night are scheduled throughout the year to include participation of Head Start parents. Parents are expected to volunteer in the ECE classrooms and/or in their own homes. Our school's promotes family literacy by making RAZ Kids and Reading A-Z available to every student K through 5th.

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.

To ensure effective communication with parents all information related to the school, parent programs, meetings and any other activities and/or events are always conducted in both English and Spanish. Translators are available for anyone who needs them. Newsletters and out calling messages are prepared in English and Spanish. Additionally, school leadership staff is bilingual and is able to meet the needs of our school population.

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.)

Our mission is to establish a culture where all students can achieve academic and social excellence by cultivating a partnership with teachers, parents, and community members who are committed in the development of life-long learners who are college and career ready by demonstrating confidence, creativity and self-motivation.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

Parent-teacher conferences will be held twice a year as indicated by the CPS district calendar 11/14/18 and 4/10/19. Parent-teacher conferences are held with parents every 1st quarter, 2nd quarter, 3rd quarter and 4th quarter for students who have a grade of D or F on their quarterly Progress Report. 3rd, 6th and 8th Grade Informational parent meetings will held after the 1st, 2nd, and 3rd administration of NWEA.

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 are sent home with students every 5 weeks and report cards are distributed to parents and/or sent home on a quarterly basis. Individual student reports including DIBELS, IDEL, NWEA MAP, ACCESS, PARCC are made available and discussed with parents as soon as they become available.

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

Our staff is available to meet with parents during Meet and Greet Day (prior to the 1st day of school); during Curriculum Night (first or second week in September) and during Parent-Teacher Conference Days. Teachers are also available to meet with parents during their scheduled preparation periods. Parents are encouraged to set up appointments during the school year and summer to secure a conference with staff. On as a needed basis and depending on the urgency/sensitivity of the situation, school administrators will use discretion to allow parents access to staff during the instructional day. Parents are welcome to call the school and/or walk-in .

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

Parents are encouraged to volunteer in their child's classroom on a daily basis and to model reading and tutor students and/or assist as recess and or lunchroom monitors as often as available. Parents are welcomed to attend field trips with their child. Parents are encouraged to make surprise classroom visits at different times during the day to get an accurate picture of what his/her child is like throughout the day. Working parents may participate in their child's classroom remotely by working with their children in school projects such as science project, writing activities, and/or completing pre-determined activities such as cutting, gluing, stapling, labeling and organizing materials or books. All long term volunteers are asked to undergo and meet CPS volunteer background check requirements.

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

During Curriculum Night in September, teachers provide parents a packet with specific information and tools of how to support their children's learning. The parent packet contains curriculum information, grading policy/weights, homework expectations, attendance policy, adhering and supporting the CPS Student Code of Conduct policy; registering children for after-school programs; and establishing good work and study habits. During the last week in June, teachers send home a "Helpful Hints" document with end of year take home information. The Helpful Hints document provides grade level specific tips and activities for parents to keep their children engaged during the summer to prevent summer loss. The document may include recommended readings, subscription information to Raz-Kids, Math Xcel, Study Island, summer reading programs offered through the Chicago Public Library, museum exhibits, etc. Additionally, parents are encouraged to register for a GradeBook Parent Portal and to attend parenting and other educational workshops offered at the school (including the topics of literacy, CCSS math, Self-Esteem, Family Discipline, Nutrition, etc).

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

Year round, parents are urged to attend and participate in monthly LSC, NCLB Title 1 PAC, BAC, Wellness committees, and yearly CIWP planning committee. Parents are provided advanced notification of specific meeting dates to execute informed decisions relating to the education of their children in regards to IEP, 504 Plan, Annual Review and related services. Parent-Teacher Conference nights are also designated dates for parents to participate in the education of their children. Additional parent requests to participate in decisions relating to the education of their children will be scheduled by school administration when deemed appropriate and necessary.

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

Students will share the responsibility for improved academic achievement by 1) Complying and adhering to the school attendance policy. 2) Complying with the use of student uniform. 3) Adhering to the CPS Student Code of Conduct. 4) Participating in after-school program and/or summer programs. 5) Getting plenty of sleep. 6) Maintaining a positive attitude and coming prepared to class. 7) Using IMPACT Grade portal to keep up with grades. 8) Seeking before school and after school tutoring. 9) Participating in College week and all college readiness workshops and activities available to students and 10) Students will work with teachers to set personal academic and social goals.

Parent Budget

Complete

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

Ongoing (September through June) - Parent Child Center workshops will be available everyday. (facilitated by our Early Childhood Parent Teacher at no cost to the school)
 Ongoing (September through June) - ESL, Computer, GED and Art Classes for parents (these classes are free of cost to the school through Daley College and BPNC)
 September - Gradebook Parent Portal Workshop (facilitated by school administration)
 October - NWEA MAP Presentation (facilitated by school administration or teachers)
 November - 8th Grade Parent Meeting and H.S. Application Night (facilitated by school administration, counselor and 8th grade teachers)
 January - Understanding CCSS Workshop for Parents (facilitated by school staff)
 February - Understanding ACCESS Reports (facilitated by ELPT at no cost to the school)
 March - Field trip to CPS Parent Resource Center (free)
 April - Trip to Shedd Aquarium and/or Museum of Science & Industry (using admission account funds)
 May - Scholastic Book Fair
 June - Presentation of Parent Certificates and Awards (using supplies account funds)

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.	\$ 1600 .00

53205 **Refreshments**
Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.

\$	500	.00
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54125 **Consultants**
For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)

\$	631	.00
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54505 **Admission and Registration Fees, Subscriptions and memberships**
For Parents use only.

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

\$	1465	.00
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<p>54565</p>**Reimbursements**
Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.

\$	200	.00
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<p>53510</p>**Postage**
Must be used for parent and family engagement programs only.

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

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

\$	1250	.00
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