Sidney Sawyer Elementary School / Plan summary

2018-2020 plan summary

Team

Name	Role	Email	Access
Monica Zaragoza	DL Teacher, LSC Teacher Rep, PPLC	mlmercado1@cps.edu	Has access
Gloria Taylor	1st grade Teacher, LSC Teacher Rep, PPLC	gtaylor15@cps.edu	Has access
Gloria Venegas	Kinder Teacher, PPLC	gevenegas@cps.edu	Has access
Paula Sontag	2nd grade Teacher, PPC	prburnett@cps.edu	Has access
Niamh Burke	5th grade Teacher	nburke@cps.edu	Has access
Nelly Robles	Principal	nrobles1@cps.edu	Has access
Clarisa Bravo-Ruiz	Assistant Principal	crbravo-ruiz@cps.edu	Has access
Lucille Burmov	Assistant Principal	lburmov@cps.edu	Has access
Josefina Zamorano	Kinder Bilingual Teacher	jzamorano@cps.edu	Has access
Melania Esparza	K-4 Counselor	mkgonzalez@cps.edu	Has access
Nadia Miranda	5-8 Counselor	ncmiranda@cps.edu	Has access
Jennie Vazquez	ELPT	jvazquez62@cps.edu	Has access

Team meetings

Date	Participants	Topic
03/05/2018	Ms. Venegas, Ms. Zaragoza, Ms. Burmov, Ms. Robles	Calendar and Plan for CIWP (How will we complete the SEF?)
03/07/2018	All K-8, DL, and Resource Teachers	SEF Rating and Evidence
03/12/2018	Ms. Venegas, Ms. Zaragoza, Ms. Taylor, Ms Burmov, Ms. Robles, Ms. Bravo-Ruiz	SEF Rating and Evidence
03/14/2018	Climate Team Members	SEF Rating and Evidence
03/12/2018	ILT Team Members	SEF Rating and Evidence
03/16/2018	SLI Team Members	SEF Rating and Evidence
03/19/2018	Ms. Venegas, Ms. Zaragoza, Ms. Taylor, Ms. Robles	Priorities- Root Causes
03/13/2018	MTSS Steering Committee Members	SEF Rating and Evidence
03/21/2018	N8TL Team Members	SEF Rating and Evidence
04/16/2018	Ms. Burmov, Ms. Robles, Ms. Burke, Ms. Zamorano	Review TOA 1 feedback for all grade levels
04/19/2018	Ms. Burmov, Mrs. Bravo Ruiz, Ms. Sontag, and Mrs. Taylor	Review TOA 2 and 3feedback for all grade levels; create TOA 5
04/23/2018	Ms. Burmov, Mrs. Bravo Ruiz, Ms. Sontag, Ms. Taylor, Ms. Esparza	TOA 4 Review Cultivando Mustands, Copy and Paste
04/03/2018	CIWP team	Strategies
04/09/2018	CIWP team	Action Plan
04/10/2018	Ms. Sontag, Ms. Venegas, Ms. Zaragoza, Ms. Zamorano, Ms. Taylor, Ms Burmov, Ms. Robles, Ms. Bravo-Ruiz	Prepare CIWP for GLM review

04/05/2018	Ms. Zaragoza, Ms. Taylor, Ms. Sontag, Ms. Venegas, Ms. Zamorano	worked on fine-tuning the language of the theory of action statements
05/07/2018	CIWP Team	Work on Feedback from Network
04/30/2018	CIWP Team: Ms. Sontag, Ms. Venegas, Ms. Zaragoza, Ms. Zamorano, Ms. Taylor,Ms. Burmov	Polish CIWP

School Excellence Framework

Culture of & Structure for Continuous Improvement

Leadership & Collective Responsibility:

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

Score

1 **2** 3 4

-ILT gave PD shared Powerful Practice vision for cycle 1 (academic discussion)
-Staff participated in peer observations
-N8TLs gave PD on vision & expectations in August at the beginning of the school year. We used teacher surveys to inform instructional decisions for PDs. Curriculum support is an ambitious goal and huge commitment for full time teachers to take on.
-In science we have created a science mission and vision statement.
-The Science Leadership Initiative Team is given autonomy to collect evidence and ratesdifferent areas within the school that and develop action plans to assist the school.
-The team is given opportunities for teacher learning and we foster team members into leadership roles.
- Teachers and teams are given opportunities to involve more staff during Reading, STEM nights and Science Day, Science Minors

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

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

Instructional Leadership Team:

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

Score

1   2   **3**   4

-ILT shares ideas, lessons, and strategies with the rest of the teachers, but feed back is slow coming or none
-Administration is part of the SLI team and is aware of action plans and implementation
-The SLI team uses the school support tool to rate the school in science implementation
-As a partner with MSI we feel that the museum is current in their research practices
-SLI meets every other week, GL meets once a month
-SLI is a strong team where ideas and voices are heard, analyzed, and implemented
-Even though SLI members want to see change and qre willing to work hard, we feel that teacher training is necessary
-ILT makes changes to improve our cycle as we go
-ILT use protocols at all of our meetings
- ILT meetings are structured and frequent (twice a month)
-N8TLs scheduled meeting dates to plan for PD's.
-N8TLs presented during GLM with administration representative.
-N8TLs communicated expectations during GLM and via email.
-N8TLs collaborated with ILT to discuss common language with unit plans and assessment.

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

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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

✓ Instructional Leadership Team Planning Tools
✓ PLC and Mentoring Coaching Resources

Professional Learning:

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

Score

1 **2** 3 4

-On-going professional development with our Science teachers working with MSI and some Kindergarten teachers attending professional development on centers at The Children's Museum.
-Implementing MAP Skills in grades 3-5.
-Teachers are receiving support when putting this into place.
-During our cycle we allowed for teachers to reflect and collaborate together about the peer observation.

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

Aligned Resources:

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

Score

1 **2** 3 4

-Ad Hoc hiring committee (certain people are called in for grade level specific positions)
- Performance from previous schools is checked; (delta: build a constant hiring team)
- Class schedule with instructional minutes per Illinois parameters
-ELA purchases to augment units were streamlined with less steps; no exit survey used;

Guide for Aligned Resources

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

Evidence, Measures, and Standards

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

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

Curriculum:

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

Score

1   2   **3**   4

-scope and sequence in place for ELA but not enough time is spent on this
-SEL is in place for all grades, integrated through team-building activities, empathy, and an emphasis on listening respectfully to peers and teachers.
-curriculum planning is limited
-lack of common curriculum throughout the school
-big ideas are evident utilizing UBD
-student choice is given
-Partnerships with outside agencies(Hubbard Street, CSO, Ravinia, Science on the go,
-Support to reach all learners- pull-out, push-in
-we have a scope and sequence for all core subjects
-SLI team has worked continously on science scope and sequence for k-5
-we have unit plans that include EUs and EQs
-not all classes have gym
-academic language is in units and teaching (through word walls, bulletin boards, training with ILT, etc.).
-engage all learners through differentiation (translation of tests for ELLs, multiple modes of instruction, etc.)

Guide for Curriculum

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

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

Evidence, Measures, and Standards

Instructional Materials:

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

Score

1 **2** 3 4

-Bilingual intsructional materials area of need, we are mostly workbook based. Need spanish resources to tie into units.
-reader workshop, guided reading, thematic units, Map Skills, performance tasks, chromebooks and technology used in assignments
-most classrooms have technology, but need to be maintained
-there are plenty of manipulatives
- materials are not upgraded for the Common Core Standards, Teachers and students don't have materials aligned to standards
-technology is integrated in students learning, scaffolding/differentiation for students are on-going
-Teachers use some school purchased programs(IXL) and also purchase their own programs.
-Math resources are sufficient-Pearson Realize, MAP Skills. Could use more resources for reading.
-Would be beneficial to have class sets of books that support the curriculum. Lacking consumables.

Guide for Instructional Materials

Instructional materials (including technology) are…..

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

and expression of knowledge.
- The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
- The teacher models effective use of various materials.
- Students understand that materials are a means to acquire language, knowledge, and competencies.
- Technology enhances students' higher order, creative thinking and problem solving.
- Materials connect subject area content to real life applications.
  - **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
    - Students make choices about instructional materials as part of learning.
    - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
    - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

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

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

Rigorous Student Tasks:

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

Score

1   **2**   3   4

-Use of Depths of Knowledge for creating tasks.
-Sawyer gifted program allows for teachers to reflect on student work, gauge rigor and prepare students.
-N8TLs guided teachers to complete a scope and sequence to identify the standards that were present in their unit plans.
-Creating a scope and sequence was the first step to support teachers with unit plan revisions to ensure that appropriate grade-level standards are being met.
-N8TLs led PD on DOK levels and 6 facets. Unit Plan Template offers opportunity for teachers to reflect on DOK levels and facets on unit plans. Template included links to resources and helpful information from previous PDs to simplify the process and further support teachers.
-There is evidence of DOK levels in some unit plans.
-ILT has created an opportunity to elevate student discourse through two different techniques that allow students higher agency over their own learning.
-Our cycle (academic language/Math Talks) is all about students taking ownership of their learning and provide evidence of their reasoning, have not examine student work as part of ILT
-Science Leadership Team mission and vision statement includes all student population.
- The Science Leadership team has implemented Pd thay allow students to invest and create a rigorous and intensive learning experience in science.
-6-8th grade science teachers focus on the engineering design cycle.
-Teachers have been provided opportunities and strategies that provide teachers tasks that are integrative and draw on multiple standards in Science.
-Math talks can be used in upper grades as well as lower grades.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
  - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
  - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
  - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**

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

Evidence, Measures, and Standards

Transitions, College & Career Access & Persistence:

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

Score

1　2　**3**　4

-Most 6th-8th grade students attend a weekly college and career class where the CC Coach engages students in goal setting, high school expectations, post-secondary opportunities, academic awareness, career exploration, and building skills for academic success.
-CC Coach works with students who have the skills but lack the motivation to be successful at school through his "success group".
-All students from 6th-8th grade classes are also utilizing the Naviance tool often to document their goals, reflect on their academic growth, prepare for college and career readiness, and plan for their transition to high school.
-K-5th grade students get a day with Junior Achievement to meet high school students and other professionals to learn about work readiness and the importance of school.
- Students are exposed to two foreign language classes (Korean & Portuguese).
- There are two algebra classes to prepare students for HS.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - Monitor the progress of English learners after transition from services.
  - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High

School Investigation Days, CTE recruitment fairs, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.

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

Evidence, Measures, and Standards

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

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

CPS SCHOOL EXCELLENCE FRAMEWORK   17

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

Instruction:

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

Score

1   2   **3**   4

-Unit plans guide instruction, misconceptions are incorporated in our unit plans
-objectives are clearly displayed, students know expectations, Pd's on academic language/verticulation articulatio
- ESL support
-opportunities for students to communicate understanding of content-Math Talks, pair-share, peer tutoring,
-Use of Data to guide instruction- BAS testing, MAP, MAP Skills
-Teachers use Mystery Science to provide hands on activities for all learners.
-we guide instruction that is individualized and scaffolded. we use data to change or adjust instructional practices.
-Through assignments and assessments we monitor their progress , reader workshop, guided reading, thematic units, Map Skills, performance tasks, chromebooks and technology used in assignments
-Scaffolding is present across resource class instruction.
-Student questioning is also a big part of instruction to make sure that student learning is on track.
-Assessments are also utilized for the purpose of adjusting instruction and not simply for giving grades.

Guide for Instruction

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

Evidence, Measures, and Standards

Balanced Assessment & Grading:

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

Score

1 **2** 3 4

-The ILT has employed features of universal design, such as providing all teachers with sentence stems.
-N8TLs provided PD on enhancing and elevating assessments. 6 Facets from UbD was utilized in unit planning and feedback. Template offers space for multiple assessments (diagnostic, formative, summative).
-We utilize common assessments like BAS; formative assessments and progress monitoring NWEA do not align; (delta: language development and accomodations for ELs)
-Teachers have a common grading scale used with all classes.

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

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

-There is no support for student and teacher to receive or provide intervention
-we have old data, no access to recommended supports, no uniform progress monitoring system
-Lack of resources/personnel (Reading/Math Specialist) Lack of support(man-power) once students are identified. Clear expectations for documentations needed.
-Differentiated instruction, use MAP data to adjust assessment as needed, BAS testing, MAP Skills, IXL, MAP folder action goals, (Inconsistent with interventions from resource teachers, support in this area because Ms. Estrada does pull students for interventions but it is not consistent all around).
-More support on process and paper work, There should be more communicated like vertical articulation with paper work. Some years teachers don't document and it is a struggle to keep all files in order.
-MTSS team is in place but with limited members
-One part-time psychologist- not enough to staff students. So much falls on teachers. revolving door. Process starts over each new school year. So many struggling learners. lack of consistency and follow through. need intervention program.

Guide for Multi-Tiered System of Supports

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 **2** 3 4

-The PBIS team that meets regularly.
-Transition routines are in place we provide short and long term opportunities for reinforcement of the expectations.
-Some grades have established a shared scientific vocabulary, lessons, strategies, and techniques.
-STEM night picked interest in science with our 3rd grade students, science day fosters an enthusiasm and curiosity for science and STEM learning through interactive activities, presentations, and partnerships.
-Students get awards and recognition for their participation in after school programs such as garden club, robotics, math club, and environmental club.
-Teachers establish partnerships with outside organizations that foster a passion for STEM (MSI, Expanding Your Horizons, Big Green) and support the expectation that STEM careers are accessible for students.
-Staff had talking circles PD to use with students.
-2nd Step is used which includes shared vocabulary.
-Social Emotional (Linda Cooper) with the support of the Office of Social Emotional Learning conducted interviews and guided talking circles to build Teacher to Teacher, Administrator to Teacher, Teacher/Admin relationships.
-Students are given Feedback through Mustang Moolah, Behavior Charts, and Celebrations.
-Daily Pledge, I statements and Self Assessment help build connect whole school.
-N8TLs shifted our support model to give teachers more ownership of support, autonomy and individuality in unit planning and to meet the needs of our school culture.
-During PD presentations, N8TLs aimed to provide a safe and welcoming environment for learning. Expectations were reviewed. -Breakfast was provided by N8TLs to show appreciation and support to teachers.
-Positive feedback was highlighted in unit plan feedback sessions.
-Teachers purpose learning with what and why.
-NWEA student goal setting sessions with teachers and monitoring growth.
-Use of rubrics support students taking owner ship (delta: teaching growth mindset).

Guide for Culture for Learning

- ○ **Create a culture that reflects a shared belief in the importance of learning and hard work.**
  - ▪ Use strategies to reinforce and cultivate student curiosity.

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

Evidence, Measures, and Standards

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

Relational Trust:

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

Score

1   2   **3**   4

-There is Couselor Box for students to share their concerns or thoughts with the school counselors.
-Behavior Charts (Supportive Relationships) are evident in most classrooms for individual student support.
-Creating opportunities through second step in the school schedule.
-In the Middle School some teachers have DELTAS to support student/student trust.
-Upper Grades have curriculum for understanding race and equity.
- Bias is a gifted component in their UPs.
-Most classrooms have morning meeting/community circles.
- The use of Second Step to assist in teaching students about civility.
- Staff received Trauma PD to help in guiding the students SE needs.
- Team building activities have been enforced in several classes.
-There is a shared Vocabulary through Social Emotional Program but this is something that needs work in the older students, facing history/Declaration of Human rights/Holacaust Museum in the older grades, PD provided for the staff by the staff.
-BAM (Becoming a Man) works with students in 7th grade to help them build their self-esteem and become responsible young men.
-Circesteem works with 7th & 8th grade students to build self-esteem and collaboration skills.
-There are staff shout outs from students.
-Staff selects two students a month for Student of the Month.

Guide for Relational Trust

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
MTSS Framework	Shared Leadership, Family & Community Engagement
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

Now WHAT? Materials to Support Improvement Planning
- ✓ Social Emotional Learning Supports (cps.edu/sel)
- ✓ Trust in Schools: A Core Resource for School Reform (ASCD)
- ✓ Creating a School Community (ASCD)

Student Voice, Engagement, & Civic Life:

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

Score

1 **2** 3 4

-Mustang moolahs are given to students who are being kind, responsible and displaying the Mustang motto.
-Respect is modeled in some ELA Units.
-Students are exposed to Inquiry about current events, teachers are doing a wide PD on Civics Engagement, Mika Challenge, Young Chicago Author, Kumba Lynx, Engage NY based on Civic Involvement (Older Grades), Productive/Socratic Discussion, Chicago Agricultural, (Mostly in older grades), BAM, Circus-Esteem, Library Drive, Dentist, NEEDS work in Primary, Junior Achieve
-7th and 8th grade has politics embedded in their curriculum.
- Students were not discouraged to participate in the Walk-Out.
- Lower Grades Classrooms have Jobs/Responsibility posters and assignments.
-Students are encouraged to learn about several concerns, changes and roles through the following: CIRCESTEEM, BAM, Transbathroom, students dying their hair, Traditions, Makers Fair, BETA engages in 2 service learning projects, Fundraising for Korea, Service Learning Hour for whole student.

Guide for Student Voice, Engagement, & Civic Life

Study politics

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

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

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

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

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

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

Evidence, Measures, and Standards

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

-The N8TLs were democratic in decision making and elicited teacher feedback.
-Unit plans were encouraged to incorporate student voice/choice.
-Students know and are aware of school procedures.
-The school provides yearly PD and follows the ELSA guidelines for safety/emergency drills.
-The climate team has created incentives for students and staff, we have assemblies quarterly to reward our students, students celebrate their success with peers on a day designate done for such celebrations.
-Climate team has done PD with staff around talking circles to assist with sharing of experiences in terms of restorative approaches.
-Some teachers follow the SEL curriculum.
-There is a process to follow for office referrals,

Guide for Safety & Order
- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
  - Manage classroom routines and procedures to maximize instructional time.

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

Score

1   2   **3**   4

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

-We have a school climate team, we have school-wide routines.
-There is a school-wide SEL curriculum in place.
-The PBIS team that meets regularly.
-Transition routines are in place we provide short and long term opportunities for reinforcement of the expectations.
-Most teacher teams meet regularly to discuss restorative practice (GLM).
-Teachers use the mulah box as incentives for discipline (raffles), expectations are stated in each room and set by teachers.
-Students have and follow schedules, routines are set and followed (lockers, resource, lunch),
-Some teachers use the student logger and most monitor student behavior.
-Staff also model the behavior and expectations on a daily bases.
- Dean supports teachers most of the time with student's discipline.
-Teachers are aware to send students to the counselors office for emotional support.
-Teachers have received PD on how to understand trauma.

Guide for Restorative Approaches to Discipline

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

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

Evidence, Measures, and Standards

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

Parent and Family Partnership:

Score

1 **2** 3 4

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

-In the primary and intermediate grades teachers communicate via Class Dojo, Google phone, letters home, email &/or phone to keep share information, concerns and/or invite them to come in.
-There are several events to open the doors to the Sawyer community such as: 5/6 gifted CAFE day, Science Day, and Makers Fair.
-The school community has held several events to help raise funds for special events and causes such as: Kermes, Victims for Hurricane, Maria and Lindsay, Families that have been displaced, homeless, (get supplies).
-The school's doors are always open to parents.
- Disciplinary meetings are held to support parents and staff with students struggling with behavior.
-Meetings are held for Bridge grades (informing parents of academic progress).
-Several organizations are invited to build community (Frida Kahlo Organization).
-There is more parent involvement in the lower grades than upper grades.
-Staff sponsors clubs throughout the year to build community and empower students and parents: Garden Club, Knitting Club (Parents are involved, Zumba through the Y, and English Classes.
-During report card pick up there is about a 90% of parent involvement.
-The school sends out monthly newsletters about special dates and events.
-The website is updated monthly for those who misplace the calendar/newsletter.
-All mailings are translated for Spanish speaking parents.
-Parents and students are given a handbook at the beginnng of the year to inform them of school policies and procedures. In addition to the CPS student code of conduct.
-Middle school teachers create a syllabus for parents and students to inform them of their grading and classroom rules/procedures.
-Parents are invited to volunteer, attend field trips and visit classrooms.

Guide for Parent and Family Partnership

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

Evidence, Measures, and Standards

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus
2	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ⊘
2	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 ⊘
2	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 **4** 5 ⊘
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 ⊘
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1 2 **3** 4 5 ⊘
2	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 **5** ⊘

2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	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: Parent and Family Partnership	1	2	3	4	5	⊘
2	Expectations for Quality & Character of School Life: Safety & Order	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: Instructional Leadership Team	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Quality Teaching: Instruction	1	**2**	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Curriculum	**1**	2	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊘

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					
We are eager to improve the literacy levels of our students and our SQRP.	71.00	56.00	63.00	63.00	70.00
National School Growth Percentile - Math					
We expect that showing growth in our Math is attainable.	35.00	19.00	72.00	29.50	40.00
% of Students Meeting/Exceeding National Ave Growth Norms					
We expect to be able to demonstrate growth in our percentage of students meeting performance standards.	53.60	48.50	60.00	49.25	50.00
African-American Growth Percentile - Reading					
N/A	(Blank)	(Blank)	0.00	0.00	0.00
Hispanic Growth Percentile - Reading					
We are eager to improve the literacy levels of our students and our SQRP.	70.00	54.00	64.00	62.00	70.00
English Learner Growth Percentile - Reading					
We are eager to improve the literacy levels of our students and our SQRP.	64.00	36.00	50.00	43.00	50.00
Diverse Learner Growth Percentile - Reading					

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
We are eager to see our diverse learners' growth percentile increase as we strategically improve our use of push-in and pull-out support for diverse learners.	85.00	30.00	12.00	40.00	50.00

African-American Growth Percentile - Math

N/A	(Blank)	(Blank)	0.00	0.00	0.00

Hispanic Growth Percentile - Math

As we continue to improve the implementation of our math series, we expect to see our students show more growth in Math.	35.00	19.00	69.00	24.50	30.00

English Learner Growth Percentile - Math

As we continue to implement the Spanish version of our math series, we expect to see our language learners grow in math.	25.00	3.00	56.00	16.50	30.00

Diverse Learner Growth Percentile - Math

We are eager to see our diverse learners' growth percentile increase as we strategically improve our use of push-in and pull-out support for diverse learners.	42.00	2.00	51.00	16.00	30.00

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

An increase in attainment would mean more students on level, which is the ultimate goal: a more literate student population.	49.00	57.00	54.00	63.50	70.00

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

The continuity of math instruction through the use of a common math series will help us get to 50% attainment in math.	43.00	38.00	64.00	44.00	50.00

National School Attainment Percentile - Reading (Grade 2)

We expect to see an increase in our reading attainment percentile as we continue to monitor learning through periodic BAS testing.	53.00	38.00	54.00	39.00	40.00

National School Attainment Percentile - Math (Grade 2)

We will continue to implement more components of the math series to improve our instruction and the attainment of our students in math.	52.00	39.00	64.00	39.50	40.00

% of Students Making Sufficient Annual Progress on ACCESS

As we continue to develop sheltered native language instruction, we expect to see an increase in the number of students showing sufficient progress on ACCESS.	33.10	(Blank)	50.00	50.00	55.00

Average Daily Attendance Rate

We expect that the improved use of an SEL curriculum will help our school improve student attendance.	96.00	95.60	96.50	95.80	96.00

My Voice, My School 5 Essentials Survey

We would like to improve to Moderately Organized.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)

Custom metrics   0 of 0 complete

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

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
If we address the gaps and repetition (revise) the scope and sequence of all curriculum	then we will see students receiving cohesive instruction in all subjects	which will lead to an increase in NWEA student achievement by 10% in reading and math.

Tags:
Math, Science, Vertical articulation, Reading, Scope & sequence, Ss

Area(s) of focus:
1, 2, 4

Action step	Responsible	Timeframe	Status
Invite K-4 members to the SLI team	Admin SLI Team	May 1, 2018 to Jun 22, 2018	On-Track

Committee

Plan how many GLMs and PD hours to include master PD calendar Allocate funds to pay for team's meeting.	SLI Team	May 1, 2018 to Jun 22, 2018	On-Track

Funds, Planning pd

SLI will assess Mystery Science's alignment to NGSS and determine which grades to purchases licenses for. Allocate funds for this resource.	SLI	May 1, 2018 to Jun 22, 2018	Behind

Funds, Mystery science

Deliver PD on NGSS unpacking pd & inquiry PD and resources on NGSS	Admin SLI Team	Aug 1, 2018 to Jun 21, 2019	Behind

Ngss, Standards, Unpacking

Year 1: teachers receive PD from SLI on NGSS and Inquiry, begin to apply new learning (ie. inquiry cycle, phenomena)	SLI Team	Aug 1, 2018 to Jun 21, 2019	Behind

Professional development, Ngss, Inquiry

Draft Science Scope and Sequence	K-4 Teachers SLI Team Support	May 1, 2019 to Jun 21, 2019	Behind

Scope and sequence

Begin building NGSS-aligned units	K-4 Teachers	Aug 1, 2019 to Jun 26, 2020	Behind

Aligned scope and sequence

Ask CPS dept of SS for PD	Admin	May 1, 2018 to May 31, 2018	Completed

Ss, Cps

Establish SS teacher lead team to lead IL SS standards unpacking content and practices; allocate after school pay for this team to plan how many GLMs and PD hours to include master PD calendar	Admin	May 1, 2018 to Jun 22, 2018	Behind

Standards, Funds, Ss

| Calendar how many GLMs and PD hours to include master PD calendar | SS Lead Team | May 1, 2018 to Jun 22, 2018 | Behind |

Professional learning calendar

| Plan SS PD for Year 1 | SS Lead Team | Jul 1, 2018 to Aug 31, 2018 | Behind |

Planning, Pd calendars

| Year 1: Teachers receive PD about inquiry and SS standards, begin to apply new learning | SS Lead Team CPS Dept of SS | Aug 27, 2018 to Jun 21, 2019 | Behind |

Inquiry, Standards, Ss

| Address and revise for overlaps in SS and Sci units | K-5 SS Teachers | Aug 1, 2019 to Aug 30, 2019 | Behind |

Aligned curriculum

| Map out SS and Science in GLMs and SLI Meetings | K-5 Teachers | Aug 1, 2019 to Jun 30, 2020 | Behind |

Glm

| Calendar how many GLMs and PD hours to include master PD calendar | Admin Coaches | May 1, 2018 to Jun 30, 2018 | Behind |

Pd planning, Glm

| Update Scope and Sequence based on reflection of SY17-18 | K-8 Math Teachers | May 1, 2018 to Jun 30, 2018 | Behind |

Scope and sequence math

| SLI Team to meet and discuss pre-planning | SLI Team and Admin | Jun 18, 2018 to Jun 19, 2018 | Completed |

Science instruction, Collaboration, Planning for instruction

| Math Teachers from K-8 will revise the scope and sequence to align with the new calendar year and any shifts made the previous year. | Math Teachers Math Coach Admin | Jun 18, 2018 to Jun 29, 2018 | Completed |

Collaboration, Planning for instruction, Scope and sequence math

| Decide on Common Assessments for topics and standards being addressed | Available-GL Teachers, Admin & Math Coach | Jul 1, 2018 to Aug 31, 2018 | On-Track |

Common assessments math

| Look at scope and sequence EU/EQ, topics, text, and concept and identify ELA overlaps (repetition) | Admin ELA Teachers | May 1, 2018 to Jun 30, 2018 | On-Track |

Scope and sequence ela

| Observe teachers in ELA 6th-8th determine instructional and resource material needs; allocate funds for needs. | Admin Coaches Consultant | May 1, 2018 to Jun 30, 2018 | Behind |

Instructional materials, Allocate funds

		May 1, 2018 to Jun 30, 2018	Behind
Assess success of Kinder GenEd F and P pilot; convene primary teachers to decide on 1 of 3 resources to use for CCSS foundational skills; allocate funds for this purchase. (Consider acquiring first grade materials in F & P if it is chosen)	K-2 Teachers, Admin, Consultant		

Allocate funds, Ccss foundational skills, F and p

		Aug 1, 2018 to Jun 30, 2019	Behind
Scope foundational and k-8 scope S and L, Language CCSS	K-5 ELA Teachers, N8TLs		

Scope and sequence foundational, Language ccss

		Aug 1, 2018 to Aug 31, 2018	Behind
Address/ revise the overlaps identified in May 2018	ELA Teachers, N8TLs		

Overlaps

Strategy 2

If we do...	...then we see...	...which leads to...
If we consistently implement research based instructional approaches in all classrooms aligned to the 5 dimensions launched by the ILT.	then we will see higher student engagement,	which will lead to an increase of student ownership and students meeting/exceeding the standards on NWEA by 10%.

Tags:
Professional Learning, ILT, Collaboration, Peer observation, Powerful practice, Agency,authority identity

Area(s) of focus:
1, 2, 3, 4

Action step	Responsible	Timeframe	Status
Ask CPS dept of SS, Sawyer SS lead team, and SLI to give PD on inquiry	Admin	May 1, 2018 to May 31, 2018	Completed

Professional development, Instructional strategies

Recruit more ILT members	ILT Admin	Jun 1, 2018 to Jun 30, 2018	Completed

Recruitment

Develop a calendar of ILT-led PD Develop PD modules (of instructional approaches)	ILT	Sep 1, 2018 to Sep 30, 2018	Behind

Professional development, Instructional strategies, Professional learning calendar

Facilitate PD on Powerful Practice (academic vocabulary, inquiry, questioning and discussion, critical thinking, looking at student work (LASW) which will include peer observations.	ILT	Sep 1, 2018 to Jun 30, 2019	Behind

ILT, Teacher implementation

Lead PD on Inquiry	SLI SS Lead Team	Sep 1, 2018 to Jun 30, 2019	Behind

Professional development, Inquiry

Teachers will Lasw 4x yr (ddi of common unit assessment)+ peer obs 2 x yr	ILT Admin	Sep 1, 2018 to Jun 30, 2019	Behind

Peer observation, Student work, Common asssessments

Teachers will Lasw 8x yr (ddi of common assessment)+ peer obs 3 x yr	ILT Admin	Sep 1, 2019 to Jun 30, 2020	Behind

Peer observation, Student work, Common assessment

Sustain school-wide cohesive instructional practices through observation and feedback. Admin and coaches will develop a schedule for See It. Name It. Do It. to monitor improvement.	Admin Coaches	Jun 30, 2020 to Jun 30, 2020	Behind

Coaching support, Observation and feedback

Strategy 3

If we do...	...then we see...	...which leads to...
If we upgrade our MTSS system to include check points and articulate it to the entire staff,	then we can effectively implement and track tier 2 and 3 interventions,	which will lead to increasing student achievement on NWEA by 10%.

Tags:
MTSS, Professional Learning, Interventions

Area(s) of focus:
2, 3, 4

Action step	Responsible	Timeframe	Status
Extract data and create a tier 3 list	MTSS Steering Commitee	Jun 1, 2018 to Jun 15, 2018	Behind

Tier 3 list

Publish a Tier 3 List	MTSS Steering Commitee	Jun 15, 2018 to Jun 15, 2018	Behind

Tier 3 list

Calibrate parent referral and teacher referral process	RSPs and MTSS Steering Committee	Jun 1, 2018 to Jun 15, 2018	Behind

Parent referral, Teacher referral

Decide on how intervention and SEL will fit into the schoolwide master schedule and time distribution	CIWP Team	Jun 1, 2018 to Jun 30, 2018	Behind

Intervention time, Sel time

Turn in 17-18 Tier 3 folders at closing	K-8 Teachers	Jun 1, 2018 to Jun 22, 2018	Behind

Tier 3 folders, Closing folder

Establish a Calendar of GLMs (with MTSS check ins every 5 weeks); Establish a Calendar of Tracking check points on T3s	MTSS Steering Committee Admin	Jul 1, 2018 to Jul 31, 2018	Behind

T3, Tracking

Email staff confirmation list of MTSS folders received	MTSS Steering Commitee	Jun 21, 2018 to Aug 31, 2018	Behind

Mtss folders, Confirmation

| PD on Intervention Process | TAs
Resource Teachers | Aug 29, 2018 to
Aug 29, 2018 | Behind |

Interventions, Pd

| Articulate criteria for T2 and 3s; Review Referral Process for T3 to Domain (Sped Eval); share referral exemplar; Share Flow Chart; Republish Tier 3 list (based on roster changes); Memorialize referral process in Protocol book, laminate it for teachers to post in classrooms; provide more intervention ideas for teachers via PD | MTSS Steering Commitee | Aug 30, 2018 to
Aug 30, 2018 | Behind |

Criteria, Referral process, T3, T2

| Establish a cohort of Dashboard to track at x frequency | MTSS Steering Commitee | Aug 30, 2018 to
Aug 30, 2018 | Behind |

Tracking, Dashboard

| Review tier 3s, plan tier 3 interventions, collaborate with tier 3 intervention support team (resource teachers and TAs) | K-8 Teachers | Aug 30, 2018 to
Aug 30, 2018 | Behind |

T3, Planning interventions

| Provide Parent Volunteer with basic intervention training (i.e. flashcards) | Parents | Aug 1, 2018 to
Aug 31, 2018 | Behind |

Parent volunteer

| Establish a Behavioral Health Team and establish school-wide tier 2 interventions teacher can use | RSPs | Sep 1, 2018 to
Sep 30, 2018 | Behind |

Interventions, T2

| Allocate funds to Resume/Create Intervention Website logins for websites like Lexia, IXL, etc. | MTSS Team | Sep 1, 2018 to
Sep 30, 2018 | Behind |

Website, Allocate funds

| Deploy Intervention Team and check in at calendared check points | TAs
Resource
MTSS
Intervention
Providers
Parent Volunteers | Sep 1, 2018 to
Jun 30, 2019 | Behind |

Check points

| Meet in GLMs and discuss tier 3 progress | Content Teachers
MTSS Team | Sep 1, 2018 to
Jun 30, 2019 | Behind |

Glm, T3

| Intervention PD Year 2 for Teachers and MTSS Teachers | Content Teachers
MTSS Team | Sep 1, 2019 to
Jun 30, 2020 | Behind |

Interventions, Year2

Action step	Responsible	Timeframe	Status
Allocate funds for after school programming for intense interventions. Select target groups to receive this support.	Admin	Jul 1, 2020 to Jul 31, 2020	Behind

Intervention, After-school, Allocate funds

Allocate funds and hire an interventionist.	Admin	Jul 1, 2020 to Jul 31, 2020	Behind

Interventionist

Strategy 4

If we do...	...then we see...	...which leads to...
If we develop a research-based Transitional-Bilingual Educational Program in K-5th grade,	then we will see students firmly acquire their native language and gradually develop their second language because the teachers will be providing instruction using the appropriate language models	an increase in the number of EL students growth in ACCESS and NWEA by 5%.

Tags:
Professional Learning, Curriculum, Materials, Differentatied instruction, Instructional materials, Wida, Esl, Language acquisition, Bilingual education, Research based practices, Native language

Area(s) of focus:
1, 2, 3, 4, 5

Action step	Responsible	Timeframe	Status
Assemble a Bilingual Committee of teachers and include parents and community.	ADMIN	Jun 1, 2018 to Jun 30, 2018	Behind

Parents, Bilingual committee

Include in our school-wide calendar: dates for Bilingual team meetings, classroom observations, Bilingual Program -focused GLM days, Bilingual Program PD days/times, and Bilingual material purchase dates.	Admin PPLC	Jun 1, 2018 to Jun 30, 2018	Behind

Calendar, Bilingual program

Committee will Assess Current State of Readiness of K-4 for ESL Observe bilingual classrooms, and analyze trends to determine professional development needed for bilingual teachers. Review ACCESS Data and determine language model.	Bilingual Committee	May 1, 2018 to Jun 30, 2018	Behind

Esl, Access

Determine the need and acquire materials for K-8th. (Spanish Bilingual books for Native Language and English books for ESL). Inventory native language and ELD/ESL instructional curriculum materials and resources for ELs to ensure they are appropriate and responsive to the language proficiency, culture and interests of EL students and are aligned with Bilingual Program Type Model(s) (develop an inventory tool) (4th grade)	BLT Bilingual Classroom Teachers	May 1, 2018 to Jul 31, 2018	Behind

Els, Bilingual materials

Recruit an EL rep to ILT.	ILT	May 1, 2018 to Jun 30, 2018	Behind

Ilt recruitment

Deliver Professional Development based on current needs as identified by the bilingual committee	Bilingual Team and Committee	Jul 1, 2018 to Jul 31, 2018	Behind

Bilingual professional development

| Monitor/Support: Coach and administration will ensure that teachers are providing instruction in both languages according to their language model. | Coaches Admin | Sep 1, 2018 to Jun 30, 2019 | Behind |

Support, Language model

| Monitor on-track data every 5 weeks for failing ELs (D or F in Math) | Bilingual team, Bilingual teachers | Sep 1, 2018 to Jun 30, 2019 | Behind |

Data, Progress monitoring

Strategy 5

If we do...	...then we see...	...which leads to...
If we grow our SEL practices among students and staff,	an increase in our sense of community and relational trust	an increase of 0.5% in attendance, an increase in students On Track, a decrease in misconduct referrals, and an increase in teacher's school commitment by 5% (5E).

Tags:
MTSS, SEL, Pbis, Planning, Parent engagement, Restorative practices, Parent communication, Talking circles, Tier 1 instruction, Mindfulness, Student climate

Area(s) of focus:
1, 2, 3, 4, 5

Action step	Responsible	Timeframe	Status
Second Step core concepts, scope and sequence,and online access is shared with all auxiliary staff.	Counselors	Aug 1, 2018 to Aug 31, 2018	Behind

Scope and sequence, Second step

| Request OSEL to offer a pd on self-care Cultivando Mustangs facilitate follow-up activities throughout the school year on mindfulness practices | Cultivando Mustangs OSEL | Aug 1, 2018 to Apr 30, 2019 | Behind |

Professional development, Osel

| Plan for 1 hour of fun monthly classroom activities to promote good behavior. Cultivando would create the guidelines but the teachers would create the activities. The students that are excluded would participate in reflection time to create an individual behavioral improvement plan for themselves. | Cultivando Mustangs & homeroom teacher | May 1, 2018 to Aug 31, 2018 | Behind |

Behavior, Classroom

| Feedback from Recess Monitors and ESP's about Lunch and Recess Structures in place and strengths and Challenges | Couselors Recess Monitors ESPs | May 1, 2018 to Aug 31, 2018 | Behind |

Feedback, Recess, Lunch

| Plan PD/Supports based on Feedback | Counselors Recess Monitors ESPs | May 1, 2018 to Aug 31, 2018 | Behind |

Behavior supports;, Recess, Lunch

Create a special incentive to award to the entire classroom when modeling appropriate behavior. Cultivando creates the criteria and roles out the plan in August	Cultivando Mustangs Homeroom Teachers	May 1, 2018 to Aug 31, 2018	Behind

Behavior, Modeling, Classroom incentives

Create a calendar to split SEL time with MTSS interventions time and create a scope and sequence to address any tier 1 SEL trends as a grade level.	Couselors Homeroom Teachers	Aug 27, 2018 to Aug 31, 2018	Behind

MTSS, Intervention time, Sel time

Practice play, lunch and recess routines during the month of September.	K-2nd Grade Teachers	Sep 1, 2018 to Sep 30, 2018	Behind

Behavior and Safety

Townhall Meetings (Feedback on what is coming) 1hr of PD on PD days	Cultivando Mustangs Admin Teachers	Aug 1, 2018 to Jun 30, 2020	Behind

Teacher feedback

Action Plan

Strategy 1

ON-TRACK
Invite K-4 members to the SLI team"

May 01, 2018 to Jun 22, 2018 - Admin SLI Team

Status history

●
Jun 25

ON-TRACK
Jun 25, 2018
Evidence
T's at grade level were informed awaiting teacher responses. May 4th an email went out title: Lead Teacher and Committee Recruitment: Social Science, Bilingual, and ILT to teachers for recruiting.

ON-TRACK   Plan how many GLMs and PD hours to include master PD calendar Allocate funds to pay for team's meeting."

May 01, 2018 to Jun 22, 2018 - SLI Team

Status history

●
Jun 25

ON-TRACK   Jun 25, 2018
Evidence
Google Calendar

BEHIND   Deliver PD on NGSS unpacking pd & inquiry PD and resources on NGSS"

Aug 01, 2018 to Jun 21, 2019 - Admin SLI Team

Status history

Jun 25

BEHIND	Jun 25, 2018
	Problem
	Summer PD TBD
	Root Cause
	Next steps

BEHIND

SLI will assess Mystery Science's alignment to NGSS and determine which grades to purchases licenses for. Allocate funds for this resource."

May 01, 2018 to Jun 22, 2018 - SLI

Status history

Jun 25

BEHIND	Jun 25, 2018
	Problem
	Summer PD. T's will determine if Mystery Science will be used as a resource for next year and if we are to allocate monies for this resource.
	Root Cause
	Next steps

BEHIND

Year 1: teachers receive PD from SLI on NGSS and Inquiry, begin to apply new learning (ie. inquiry cycle, phenomena)"

Aug 01, 2018 to Jun 21, 2019 - SLI Team

Status history

Jun 25

BEHIND	Jun 25, 2018
	Problem
	Root Cause
	Next steps

BEHIND

Draft Science Scope and Sequence"

May 01, 2019 to Jun 21, 2019 - K-4 Teachers SLI Team Support

Status history

Jun 25

BEHIND	Jun 25, 2018
	Problem
	Root Cause
	Next steps

BEHIND

Begin building NGSS-aligned units"

Aug 01, 2019 to Jun 26, 2020 - K-4 Teachers

Status history

Jun 25

BEHIND	Jun 25, 2018
	Problem
	Root Cause
	Next steps

| COMPLETED | Ask CPS dept of SS for PD" |

May 01, 2018 to May 31, 2018 - Admin

Status history
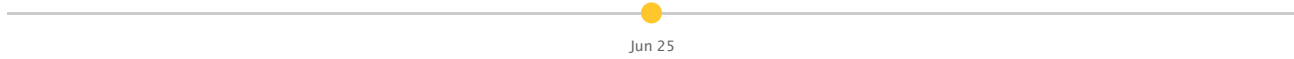
Jun 25

| COMPLETED | Jun 25, 2018
Evidence
Ms. Burmov spoke to Dept. of SS for future planning. |

| BEHIND |

Establish SS teacher lead team to lead IL SS standards unpacking content and practices; allocate after school pay for this team to plan how many GLMs and PD hours to include master PD calendar"

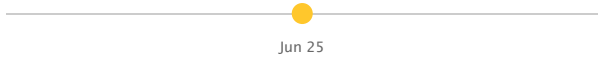May 01, 2018 to Jun 22, 2018 - Admin

Status history

Jun 25

| BEHIND | Jun 25, 2018
Problem
Root Cause
Next steps |

| BEHIND | Calendar how many GLMs and PD hours to include master PD calendar" |

May 01, 2018 to Jun 22, 2018 - SS Lead Team
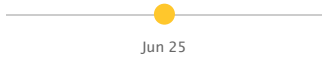
Status history

Jun 25

| BEHIND | Jun 25, 2018
Problem
Root Cause
Next steps |

| BEHIND | Plan SS PD for Year 1" |

Jul 01, 2018 to Aug 31, 2018 - SS Lead Team

Status history
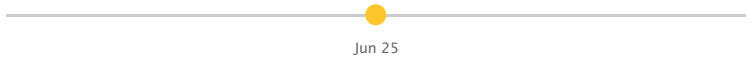
Jun 25

| BEHIND | Jun 25, 2018
Problem
Root Cause
Next steps |

| BEHIND | Year 1: Teachers receive PD about inquiry and SS standards, begin to apply new learning" |

Aug 27, 2018 to Jun 21, 2019 - SS Lead Team CPS Dept of SS
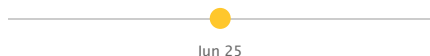
Status history

Jun 25

| BEHIND | Jun 25, 2018
Problem
Root Cause
Next steps |

BEHIND Address and revise for overlaps in SS and Sci units"

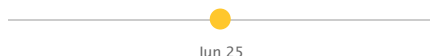Aug 01, 2019 to Aug 30, 2019 - K-5 SS Teachers

Status history

Jun 25

BEHIND Jun 25, 2018
Problem
Root Cause
Next steps

BEHIND Map out SS and Science in GLMs and SLI Meetings"

Aug 01, 2019 to Jun 30, 2020 - K-5 Teachers

Status history

Jun 25

BEHIND Jun 25, 2018
Problem
Root Cause
Next steps

BEHIND Calendar how many GLMs and PD hours to include master PD calendar"

May 01, 2018 to Jun 30, 2018 - Admin Coaches

Status history

Jun 25

BEHIND Jun 25, 2018
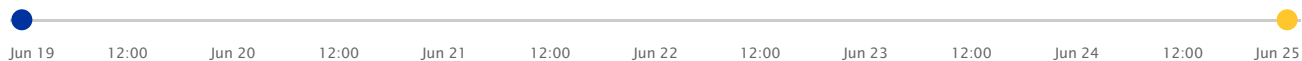**Problem**
Root Cause
Next steps

BEHIND
Update Scope and Sequence based on reflection of SY17-18"

May 01, 2018 to Jun 30, 2018 - K-8 Math Teachers

Status history

| Jun 19 | 12:00 | Jun 20 | 12:00 | Jun 21 | 12:00 | Jun 22 | 12:00 | Jun 23 | 12:00 | Jun 24 | 12:00 | Jun 25 |

BEHIND Jun 25, 2018
Problem
Root Cause
Next steps

ON-TRACK
Jun 19, 2018
Evidence
On Wednesday, June 6th an email went out from CBravo-Ruiz to invite a team member from each grade level to plan. On Tuesday, June 19th select teachers met to work on their GL Scope and Sequence and beginning stages of UPs.

Because this is a living breathing document, teachers are modifying it as needed.

ON-TRACK
Decide on Common Assessments for topics and standards being addressed"

Jul 01, 2018 to Aug 31, 2018 - Available-GL Teachers, Admin & Math Coach

Status history

● Jun 25

ON-TRACK

Jun 25, 2018
Evidence
Admin. is working with the CTU Delegate to come to a consensus and agreement of the assessments (Working on Assessment plan June 2018).

ON-TRACK   Look at scope and sequence EU/EQ, topics, text, and concept and identify ELA overlaps (repetition)"

May 01, 2018 to Jun 30, 2018 - Admin ELA Teachers

Status history

● Jun 25

ON-TRACK   Jun 25, 2018
Evidence

BEHIND   Observe teachers in ELA 6th-8th determine instructional and resource material needs; allocate funds for needs."

May 01, 2018 to Jun 30, 2018 - Admin Coaches Consultant

Status history

● Jun 25

BEHIND   Jun 25, 2018
Problem
Root Cause
Next steps

BEHIND   Assess success of Kinder GenEd F and P pilot; convene primary teachers to decide on 1 of 3 resources to use for CCSS foundational skills; allocate funds for this purchase. (Consider acquiring first grade materials in F & P if it is chosen)"

May 01, 2018 to Jun 30, 2018 - K-2 Teachers, Admin, Consultant

Status history

● Jun 25

BEHIND   Jun 25, 2018
Problem
Root Cause
Next steps

BEHIND   Scope foundational and k-8 scope S and L, Language CCSS"

Aug 01, 2018 to Jun 30, 2019 - K-5 ELA Teachers, N8TLs

Status history

● Jun 25

BEHIND   Jun 25, 2018
Problem
Root Cause
Next steps

BEHIND   Address/ revise the overlaps identified in May 2018"

Aug 01, 2018 to Aug 31, 2018 - ELA Teachers, N8TLs

Status history

Jun 25

BEHIND	Jun 25, 2018
	Problem
	Root Cause
	Next steps

COMPLETED

SLI Team to meet and discuss pre-planning"

Jun 18, 2018 to Jun 19, 2018 - SLI Team and Admin

Status history

Jun 25

COMPLETED
Jun 25, 2018
Evidence
An email was sent out by C. Bravo-Ruiz to the SLI Team on 6.18.18 to plan a date. On 6.19.18 the SLI team met to begin a calendar of planning (July 2nd & July 3rd).

COMPLETED

Math Teachers from K-8 will revise the scope and sequence to align with the new calendar year and any shifts made the previous year."

Jun 18, 2018 to Jun 29, 2018 - Math Teachers Math Coach Admin

Status history

| 2. Jul | 16. Jul | 30. Jul | 13. Aug | 27. Aug | 10. Sep | 24. Sep | 8. Oct | 22. Oct | 5. Nov | 19. Nov |

COMPLETED
Nov 19, 2018
Evidence
On Tuesday, June 19th teachers viewed the CPS calendar and updated the scope and sequence.

ON-TRACK
Jun 25, 2018
Evidence
On June 20th some teachers from K-5th met to adjust the scope and sequence. 6th-8th grade teachers came in on 6.23 and 6.25 to revise the scope & sequence.

Strategy 2

COMPLETED

Ask CPS dept of SS, Sawyer SS lead team, and SLI to give PD on inquiry"

May 01, 2018 to May 31, 2018 - Admin

Status history

Jun 25

COMPLETED   Jun 25, 2018
Evidence

COMPLETED

Recruit more ILT members"

Jun 01, 2018 to Jun 30, 2018 - ILT Admin

Status history

COMPLETED

Nov 19, 2018

Evidence

On October 2nd, the network emailed the administration to gather the names of those teachers for the Network Summits. Based on last years confusion, administration decided to ask those in the Summit team to be the ILT.

They are:

School Name	Name of Admin Attending	6-8 Math Teacher Name	6-8 Math Teacher Email	6-8 Science Teacher Name	6-8 Science Teacher Email	6-8 ELA Teacher Name	6-8 ELA Teacher Email	6-8 SS Teacher Name	6-8 SS Teacher Email
SAWYER		Tricy Cooksey	tlcooksey@cps.edu	Mark Figueroa	mafigueroa@cps.edu	Sameera Pelissier	spelissier@cps.edu	Daniel Naliwajko	dpnaliwajko@cps.edu

| School Name	Name of Admin Attending	K-5 STEM Teacher Name	K-5 STEM Teacher Email	K-5 Humanities Teacher Name	K-5 Humanities Teacher Email
SAWYER		Josefina Zamorano	jzamorano@cps.edu	Niahm Burke	nburke@cps.edu

ON-TRACK   Jun 25, 2018
Evidence

BEHIND   Develop a calendar of ILT-led PD Develop PD modules (of instructional approaches)"

Sep 01, 2018 to Sep 30, 2018 - ILT

Status history
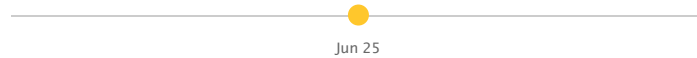
Jun 25
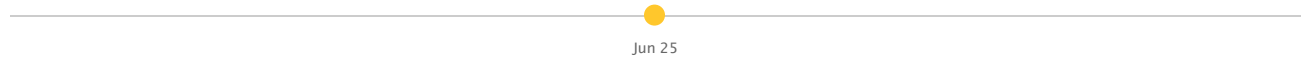
BEHIND   Jun 25, 2018
Problem
Root Cause
Next steps

BEHIND   Facilitate PD on Powerful Practice (academic vocabulary, inquiry, questioning and discussion, critical thinking, looking at student work (LASW) which will include peer observations."

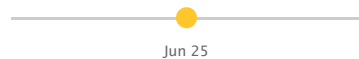Sep 01, 2018 to Jun 30, 2019 - ILT

Status history

Jun 25

BEHIND   Jun 25, 2018
Problem
Root Cause
Next steps

BEHIND   Lead PD on Inquiry"

Sep 01, 2018 to Jun 30, 2019 - SLI SS Lead Team

Status history

Jun 25

BEHIND   Jun 25, 2018
Problem
Root Cause
Next steps

BEHIND   Teachers will Lasw 4x yr (ddi of common unit assessment)+ peer obs 2 x yr"

Sep 01, 2018 to Jun 30, 2019 - ILT Admin

Status history

Jun 25

BEHIND | Jun 25, 2018
Problem
Root Cause
Next steps

BEHIND | Teachers will Lasw 8x yr (ddi of common assessment)+ peer obs 3 x yr"

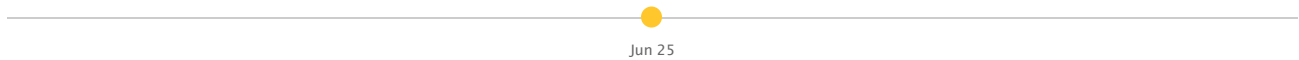Sep 01, 2019 to Jun 30, 2020 - ILT Admin

Status history
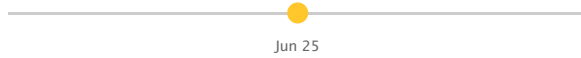
Jun 25

BEHIND | Jun 25, 2018
Problem
Root Cause
Next steps

BEHIND

Sustain school-wide cohesive instructional practices through observation and feedback. Admin and coaches will develop a schedule for See It. Name It. Do It. to monitor improvement."

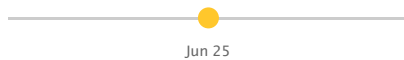Jun 30, 2020 to Jun 30, 2020 - Admin Coaches

Status history

Jun 25

BEHIND | Jun 25, 2018
Problem
Root Cause
Next steps

Strategy 3

BEHIND | Extract data and create a tier 3 list"
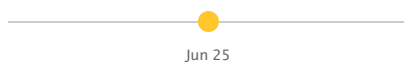
Jun 01, 2018 to Jun 15, 2018 - MTSS Steering Commitee

Status history

Jun 25

BEHIND | Jun 25, 2018
Problem
Root Cause
Next steps

BEHIND | Publish a Tier 3 List"

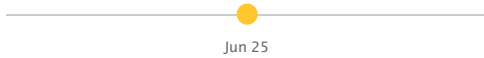Jun 15, 2018 to Jun 15, 2018 - MTSS Steering Commitee

Status history

Jun 25

BEHIND | Jun 25, 2018
Problem
Root Cause
Next steps

BEHIND Calibrate parent referral and teacher referral process"

Jun 01, 2018 to Jun 15, 2018 - RSPs and MTSS Steering Committee

Status history

Jun 25

BEHIND Jun 25, 2018
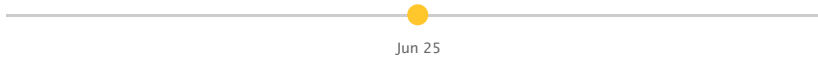**Problem**
Root Cause
Next steps

BEHIND Decide on how intervention and SEL will fit into the schoolwide master schedule and time distribution"

Jun 01, 2018 to Jun 30, 2018 - CIWP Team

Status history

Jun 25

BEHIND Jun 25, 2018
Problem
Root Cause
Next steps

BEHIND Turn in 17-18 Tier 3 folders at closing"

Jun 01, 2018 to Jun 22, 2018 - K-8 Teachers

Status history

Jun 25

BEHIND Jun 25, 2018
Problem
Root Cause
Next steps

BEHIND Establish a Calendar of GLMs (with MTSS check ins every 5 weeks); Establish a Calendar of Tracking check points on T3s"

Jul 01, 2018 to Jul 31, 2018 - MTSS Steering Committee Admin

Status history
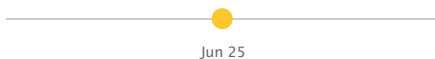
Jun 25

BEHIND Jun 25, 2018
Problem
Root Cause
Next steps

BEHIND Email staff confirmation list of MTSS folders received"

Jun 21, 2018 to Aug 31, 2018 - MTSS Steering Commitee

Status history

Jun 25

BEHIND Jun 25, 2018
Problem
Root Cause
Next steps

Articulate criteria for T2 and 3s; Review Referral Process for T3 to Domain (Sped Eval); share referral exemplar; Share Flow Chart; Republish Tier 3 list (based on roster changes); Memorialize referral process in Protocol book, laminate it for teachers to post in classrooms; provide more intervention ideas for teachers via PD"

Aug 30, 2018 to Aug 30, 2018 - MTSS Steering Commitee

Status history

Jun 25

Jun 25, 2018
Problem
Root Cause
Next steps

Establish a cohort of Dashboard to track at x frequency"

Aug 30, 2018 to Aug 30, 2018 - MTSS Steering Commitee

Status history

Jun 25

Jun 25, 2018
Problem
Root Cause
Next steps

PD on Intervention Process"

Aug 29, 2018 to Aug 29, 2018 - TAs Resource Teachers

Status history

Jun 25

Jun 25, 2018
Problem
Root Cause
Next steps

Review tier 3s, plan tier 3 interventions, collaborate with tier 3 intervention support team (resource teachers and TAs)"

Aug 30, 2018 to Aug 30, 2018 - K-8 Teachers

Status history

Jun 25

Jun 25, 2018
Problem
Root Cause
Next steps

Provide Parent Volunteer with basic intervention training (i.e. flashcards)"

Aug 01, 2018 to Aug 31, 2018 - Parents

Status history
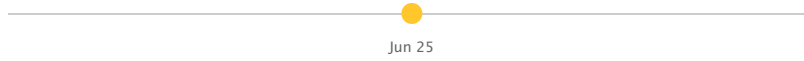
Jun 25

Jun 25, 2018
Problem
Root Cause

Next steps

BEHIND Establish a Behavioral Health Team and establish school-wide tier 2 interventions teacher can use"

Sep 01, 2018 to Sep 30, 2018 - RSPs

Status history

○
Jun 25

BEHIND Jun 25, 2018
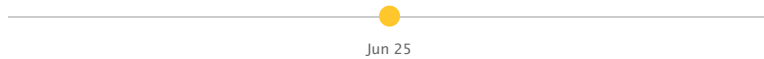**Problem**
Root Cause
Next steps

BEHIND Allocate funds to Resume/Create Intervention Website logins for websites like Lexia, IXL, etc."

Sep 01, 2018 to Sep 30, 2018 - MTSS Team

Status history

○
Jun 25

BEHIND Jun 25, 2018
Problem
Root Cause
Next steps

BEHIND Deploy Intervention Team and check in at calendared check points"

Sep 01, 2018 to Jun 30, 2019 - TAs Resource MTSS Intervention Providers Parent Volunteers

Status history

○
Jun 25
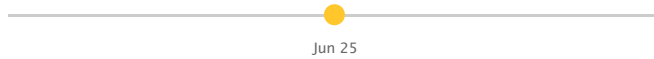
BEHIND Jun 25, 2018
Problem
Root Cause
Next steps

BEHIND Meet in GLMs and discuss tier 3 progress"

Sep 01, 2018 to Jun 30, 2019 - Content Teachers MTSS Team

Status history

○
Jun 25

BEHIND Jun 25, 2018
Problem
Root Cause
Next steps

BEHIND Intervention PD Year 2 for Teachers and MTSS Teachers"

Sep 01, 2019 to Jun 30, 2020 - Content Teachers MTSS Team

Status history

○
Jun 25

BEHIND Jun 25, 2018
Problem
Root Cause
Next steps

BEHIND   Allocate funds for after school programming for intense interventions. Select target groups to receive this support."

Jul 01, 2020 to Jul 31, 2020 - Admin

Status history

Jun 25

BEHIND   Jun 25, 2018
Problem
Root Cause
Next steps

BEHIND   Allocate funds and hire an interventionist."

Jul 01, 2020 to Jul 31, 2020 - Admin

Status history
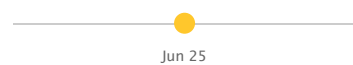
Jun 25

BEHIND   Jun 25, 2018
Problem
Root Cause
Next steps

Strategy 4

BEHIND   Assemble a Bilingual Committee of teachers and include parents and community."

Jun 01, 2018 to Jun 30, 2018 - ADMIN

Status history
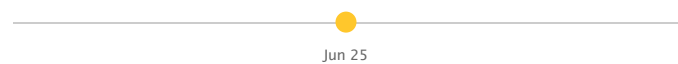
Jun 25

BEHIND   Jun 25, 2018
Problem
Root Cause
Next steps
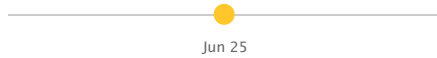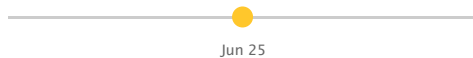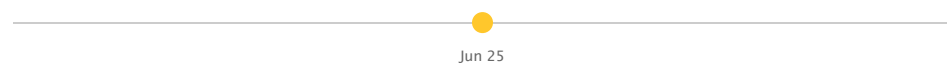
BEHIND
Include in our school-wide calendar: dates for Bilingual team meetings, classroom observations, Bilingual Program -focused GLM days, Bilingual Program PD days/times, and Bilingual material purchase dates."

Jun 01, 2018 to Jun 30, 2018 - Admin PPLC

Status history
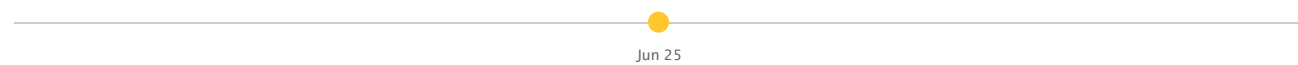
Jun 25

BEHIND   Jun 25, 2018
Problem
Root Cause
Next steps

BEHIND
Committee will Assess Current State of Readiness of K-4 for ESL Observe bilingual classrooms, and analyze trends to determine professional development needed for bilingual teachers. Review ACCESS Data and determine language model."

May 01, 2018 to Jun 30, 2018 - Bilingual Committee

Status history

Jun 25

BEHIND	Jun 25, 2018
	Problem
	Root Cause
	Next steps

BEHIND

Determine the need and acquire materials for K-8th. (Spanish Bilingual books for Native Language and English books for ESL). Inventory native language and ELD/ESL instructional curriculum materials and resources for ELs to ensure they are appropriate and responsive to the language proficiency, culture and interests of EL students and are aligned with Bilingual Program Type Model(s) (develop an inventory tool) (4th grade)"

May 01, 2018 to Jul 31, 2018 - BLT Bilingual Classroom Teachers

Status history

Jun 25

BEHIND	Jun 25, 2018
	Problem
	Root Cause
	Next steps

BEHIND   Recruit an EL rep to ILT."

May 01, 2018 to Jun 30, 2018 - ILT

Status history

Jun 25

BEHIND	Jun 25, 2018
	Problem
	Root Cause
	Next steps

BEHIND   Deliver Professional Development based on current needs as identified by the bilingual committee"

Jul 01, 2018 to Jul 31, 2018 - Bilingual Team and Committee

Status history

Jun 25

BEHIND	Jun 25, 2018
	Problem
	Root Cause
	Next steps

BEHIND

Monitor/Support: Coach and administration will ensure that teachers are providing instruction in both languages according to their language model."

Sep 01, 2018 to Jun 30, 2019 - Coaches Admin

Status history

Jun 25

BEHIND	Jun 25, 2018
	Problem
	Root Cause
	Next steps

BEHIND

| BEHIND | Monitor on-track data every 5 weeks for failing ELs (D or F in Math)" |

Sep 01, 2018 to Jun 30, 2019 - Bilingual team, Bilingual teachers

Status history
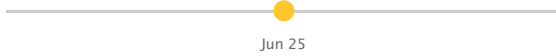
Jun 25

| BEHIND | Jun 25, 2018 |
Problem
Root Cause
Next steps

Strategy 5

| BEHIND | Second Step core concepts, scope and sequence,and online access is shared with all auxiliary staff." |

Aug 01, 2018 to Aug 31, 2018 - Counselors

Status history
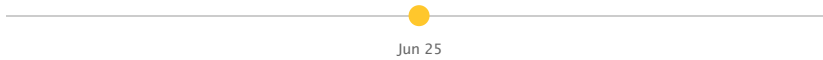
Jun 25

| BEHIND | Jun 25, 2018 |
Problem
Root Cause
Next steps

| BEHIND | Request OSEL to offer a pd on self-care Cultivando Mustangs facilitate follow-up activities throughout the school year on mindfulness practices" |

Aug 01, 2018 to Apr 30, 2019 - Cultivando Mustangs OSEL

Status history
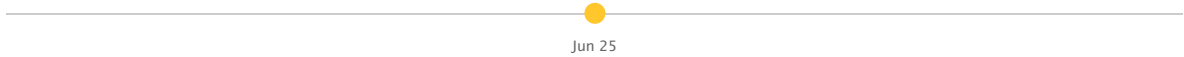
Jun 25

| BEHIND | Jun 25, 2018 |
Problem
Root Cause
Next steps

| BEHIND |

Plan for 1 hour of fun monthly classroom activities to promote good behavior. Cultivando would create the guidelines but the teachers would create the activities. The students that are excluded would participate in reflection time to create an individual behavioral improvement plan for themselves."

May 01, 2018 to Aug 31, 2018 - Cultivando Mustangs & homeroom teacher

Status history
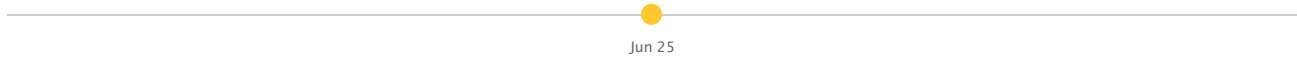
Jun 25

| BEHIND | Jun 25, 2018 |
Problem
Root Cause
Next steps

| BEHIND |

Create a special incentive to award to the entire classroom when modeling appropriate behavior. Cultivando creates the criteria and roles out the plan in August"

May 01, 2018 to Aug 31, 2018 - Cultivando Mustangs Homeroom Teachers

Status history

Jun 25

BEHIND Jun 25, 2018
Problem
Root Cause
Next steps

BEHIND
Create a calendar to split SEL time with MTSS interventions time and create a scope and sequence to address any tier 1 SEL trends as a grade level."

Aug 27, 2018 to Aug 31, 2018 - Couselors Homeroom Teachers

Status history

Jun 25

BEHIND Jun 25, 2018
Problem
Root Cause
Next steps

BEHIND Practice play, lunch and recess routines during the month of September."

Sep 01, 2018 to Sep 30, 2018 - K-2nd Grade Teachers

Status history

Jun 25

BEHIND Jun 25, 2018
Problem
Root Cause
Next steps

BEHIND Feedback from Recess Monitors and ESP's about Lunch and Recess Structures in place and strengths and Challenges"

May 01, 2018 to Aug 31, 2018 - Couselors Recess Monitors ESPs

Status history

Jun 25

BEHIND Jun 25, 2018
Problem
Root Cause
Next steps

BEHIND Plan PD/Supports based on Feedback"

May 01, 2018 to Aug 31, 2018 - Counselors Recess Monitors ESPs

Status history

Jun 25

BEHIND Jun 25, 2018
Problem
Root Cause
Next steps

BEHIND Townhall Meetings (Feedback on what is coming) 1hr of PD on PD days"

Aug 01, 2018 to Jun 30, 2020 - Cultivando Mustangs Admin Teachers

Status history

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

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

ESSA Program

○ ESSA Schoolwide Program

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

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

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

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

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy   Complete

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

> Our school will host an annual Title 1 meeting to be scheduled on Wednesday, September 12, 2018 at 8:15 am We will advertise on the principal's newsletter, post on school doors, designated bulletin boards and school websites.

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

Our meeting will take place on Wednesday, September 12, 2018 at 8:15 am The PAC will also host their organizational meeting at 9:15 am in the Sawyer Cafeteria. Parents will be provided with flyers and agendas will be posted starting the first day of school, Tuesday, September 4th to inform the parents of the PAC meeting. We will be updating the CIWP with future days of PAC in order to memorialize meetings and events that will take place.

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.

Principal will attend the PAC meetings in order to be abreast of parent concerns. Concerns will be documented and shared with the public through the principal newsletter.

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.

Sawyer School will have their State of the School Address twice a year: October 4, 2018 from 3:00-4:00 pm in the Sawyer Auditorium and April 14, 2019 from 3:00-4:00 pm in the Sawyer Auditorium. Both of these meetings will be held during the first hour of Flex Days so that teacher participation is 100%.

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 teachers are and will continue to be highly qualified as defined by Title 1 Final Regulations. If a teacher is on leave, parents from said classroom will be notified via letter of any changes.

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

The school administrative team will work together to have at least two state of the school address meetings in the beginning of the year and the middle of the year to inform parents of current school data and next steps. During the open house and throughout the year parents will be invited to different meetings to learn about grade level and classroom academic standards, assessment meetings, parent portal and other school-wide expectations.

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.

Sawyer has partnered with Daley College to assist with English classes. The PAC and BAC have accessibility to a laptop cart. All the parents and community members who participate in the programs or committees are aware of the technology use and availability. Our school invites parents to seek support from the clerks, teachers and administration with technology use and support. Through our partnership with the Mexican Consulate parents and community members are invited to get instruction in Spanish and if of Mexican decent receive an elementary or HS certificate from Mexico. Individual classroom teachers will host a series of workshops &/or training to the families.

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.

During the August PD teachers and staff are made aware of the need for school-wide support and suggested to invite parents to assist in the classroom and/or with special events. Our Dean has a PD on the protocols for discipline referrals and the importance of anecdotes which include informing parents and asking parents to come in and observe. The school counselors have several workshops for parents and community to educate them on topics of child development, behavior, hygiene, self-esteem and self-care.

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.

Our school does not offer any kind of Head start program. Any kind of involvement starts in Kindergarten through 8th grade. We have hired a Reading Consultant to support our school with research-based strategies to improve reading instruction and student literacy. Our school has been working to select and develop effective, research-based instructional and assessment tools to improve diagnostic and classroom instruction in Reading.

Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

We have staff members who assist with translations. All school communications are done in both English and Spanish for the school community. Our website also has translations and a translate button to assist those who speak English/Spanish

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 educate, inspire and transform every student and to prepare them so that they are successful in college, career and in life.
>
> Sawyer Elementary School is dedicated to increasing academic achievement and setting high expectations for all students. To prepare them for college and career-readiness, including having technological proficiency.
> We create a culture that fosters both academic and social development, infused with creativity, and a multitude of extracurricular opportunities. With support from our parents and community members, we will cultivate lifelong learners, in an effort to create well-rounded, diverse citizens of the twenty-first century.

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 conference dates: Wednesday, Nov. 4th & Wed., April 10th.
> Sawyer will also conduct two state of the school addresses in the Fall and in the Spring.
> An open-house will be held late August.
> Individual classroom teachers may request parent-teacher conference based on students academic and social status.

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 will be sent home on October 5th, December 14th, March 8th and May 17th.
> Individual classroom teachers may also send out individual progress reports for students who are on Tier 2 or Tier 3 for academics and/or behavior.

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

> Parents are welcome to Sawyer as volunteers, support and/or to advance their learning. Aside from the CPS Parent/Teacher conferences, parents are advised to make appointments with their child's/children's teachers as to not interrupt the instructional flow. When parents call to set up an appointment they have the option of leaving a voicemail in the teacher's phone mailbox or a written message. On the Sawyer website, there is an option for the parents to contact specific teachers &/or the school.

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.

> In the Sawyer handbook we request parents to participate and volunteer in the school and their child's/children's classrooms. Several classrooms invite parents to come in on special occasions: Science Fair, Reading Night, Gifted Showcases, STEM Night, Winter & Spring shows. They are also invited to volunteer during special events and/or field trips. The school is open to have parents come in and observe their child's/children's classroom. Many parents are a part of the Bilingual and Parent Advisory committees.

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

> In our fall newsletter we advise parents to sign up to the parent portal. During the first parent/teacher conference we have teachers assist in getting parents to sign up to the portal. Several classroom teachers use technology Google phone, Class Dojo, emailing &/or text messaging to inform parents they need their support in their child's learning, attendance &/or homework. On our website we also include information about parent portal and school expectations.

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

There are several parents who attend our monthly Local School Council meetings. The principal and a designee will continue to have monthly meetings with parents to get their input and suggestions.

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).

The school's expectation is that students are also aware and consulted on their academic/social status and their attendance throughout the year.

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.

The goals for the parents is to increase parental engagement and to increase academic knowledge so that they can better support their children. Funds will support parental involvement and academic enhancement.

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.	$	3000	.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$	2000	.00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$	0	.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$	2000	.00
54205 **Travel**	Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$	1500	.00
54565 **Reimbursements**	Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$	500	.00
53510 **Postage**	Must be used for parent and family engagement programs only.	$	0	.00

| 53306 | **Software**
Must be educational and for parent use only. | $ | 0 | .00 |
| 55005 | **Furniture and Equipment**
Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents. | $ | 2129 | .00 |