James Shields Elementary School / Plan summary

2018-2020 plan summary

Team

Name	Role	Email	Access
Michael Pacourek	Principal	mtpacourek@cps.edu	Has access
1st grade team	Grade level chair	mimartinez@cps.edu	No Access
2nd grade team	Grade level chair	ctkelly@cps.edu	No Access
3rd grade team	Grade level chair	epvelasco@cps.edu	No Access
4th grade team	Grade level chair	varroyo@cps.edu	No Access
Kindergarten team	Grade level chair	tkarpierz@cps.edu	No Access
Resource team	Grade level chair	msflores2@cps.edu	No Access
Maria Carmona	ELPT	mcarmona@cps.edu	Has access
Andrea Wegner	Case Manager	ajwegner@cps.edu	No Access
Marie Sullivan	Literacy Coach	mbsullivan@cps.edu	Has access
William Heaney	Counselor	wrheaney@cps.edu	No Access
Sofia Kuznerzow	PlayWorks Coach	sophia.kuznetzow@playworks.org	No Access
Idalia Gonzalez	BPNC	idalia410@gmail.com	No Access

Alma Acevedo	LSC/BAC Presdicent	almarangel174@gmail.com	No Access
Maria Martinez	LSC President	mexicoluzmtx@hotmail.com	No Access
Carmen Castillo	PAC Vice President	c.castillo2468@gmail.com	No Access
Marian Santor	Assistant Principal	mlsantor@cps.edu	Has access

Team meetings

Date	Participants	Topic
03/01/2018	Grade Level Teams	SEF
03/08/2018	Grade Level Teams	SEF scoring
03/15/2018	Grade Level Meetings	Action Steps brainstorming
04/05/2018	Grade Level Meetings	Strategies and Action Plan
04/04/2018	Parents/ELPT	Strategies and Action Plan
04/09/2018	Parents/ELPT	Strategies and Action Plan
04/12/2018	Grade Level Meetings	Strategies and Action Plan
04/26/2018	Grade Level Meetings	Approval of Strategies and Action Plan

School Excellence Framework

Culture of & Structure for Continuous Improvement   4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1   2   **3**   4

5Essentials
•98% of staff feels that the principal communicates a clear vision for our school.
•99% of the staff feels that the principal makes clear to staff the leadership's expectations for meeting Instructional Goals.
•Staff shared a very strong sense of responsibility for student development and school improvement
•95% of our staff agreed that they feel responsible when students fail, to help each other do their best, help maintain discipline in the entire school, take responsibility for improving the school and that all students learn.
•Staff feel that they have influence in broad range of decisions regarding school policies and practices

Shared Vision
Shields School has a school wide vision that was written by our veteran staff who know the students serviced at our school and is consistently focused on college and career readiness.
•The vision is displayed in each building for all stakeholders (staff, parents and students) to acknowledge/shared yearly in the State of the School for the LSC. Expectations are shared with parents during grade level Open Houses and par/ t conferences.
•Vision is reviewed bi-yearly by the whole staff to monitor the progress made and to evaluate the programs and initiatives chosen to meet the school goals.
•Staff has implemented two powerful practices: purposing and CFUs (exit slips)

Collective Responsibility
•ILT and MTSS teams have representation of all stakeholders to make instructional and behavioral decisions for all of students.
•All staff members consistently enforce our PBIS program.

Shared Leadership
*staff members are expected to fulfill a commitment to being part of one of the school committees whose work supports our vision and CIWP. These committees include:
• ILT •Grade level chairs
• MTSS •PPLC
• PPC •College and Career
• Technology •Fundraising/Grants
• Attendance and Data •Family and Community
• Reading Week •Spirit Week
• Social Committee •Healthy Schools Committee
*Teachers represent for the Network initiatives as Literacy and Math Leads, ILT, Coaching, N8tls, N8pls, Healthy School Initiatives, Fine Arts, Bilingual/Family Engagement and Union Leader.
Each new staff member is assigned a mentor. At the beginning of the year, an informational meeting is held with all new teachers and a veteran teacher. New teachers are encouraged to observe veteran teachers around school wide instructional practices.
Representatives from grade levels share with administration thoughts and concerns regarding instruction and students behavior through many avenues such as grade level meetings, ILT, PPLC with joint solutions.

Employ the skills to effectively manage change
ILT conducted two Continuous Cycles of Improvement focused on purposing lesson and CFUs. ILT constantly elicited feedback from teachers on improving cycle work.
Professional Development exit slips are reviewed by administration, instructional coach and teacher presenters to provide further support, plan next steps and implement changes.
Implementation of Daily 5 and CAFE was a 2 year process with a grade level piloting the practices to provide suggestions on whole school roll out.
CIWP provides the long and short term goals. Small groups of teachers looked at each priority to identified milestones accomplished yearly and create the list of improvements for the upcoming year.

Coherent instructional program
•CCSS scope and sequence created by each grade level shared with SPED and Resource teachers
•Resource teachers created a scope and sequence for discipline for each grade level
•Unit scope and sequence created by each grade level shared with SPED and resource teachers.
•Literacy Units written across all grade levels focusing on CCSS and College and career expectations following UbD
•School wide instructional practice: Daily 5/CAFE, guided reading, text-dependent questioning, Reading workshop
•PLP development

CPS Framework for Teaching
*Every teacher received a copy frameworks & encouraged to reference for unit models, sample lessons and best practices.
*The content found on the Knowledge Center is used for implementation of best practices and videos have been used during professional development and coaching session by the instructional coach.
*Teachers, administration and instructional coach meet with our Network ISL when necessary.
*At network meetings, teachers and administrative leaders collaborate with other schools around units, powerful practices.

Staff Focus and Priorities
*Administration buffers as much as possible outside distractions by creating all class and testing schedules.
*Data dictates the instructional decisions
*Student data is analyzed as a grade level quarterly by identifying students who are succeeding with evidence to support growth and students who are struggling and creating action plans to address these needs.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1   2   **3**   4

5 Essentials: Performance: STRONG

Engage in on-going inquiry as a basis for improvement
•ILT has a systematic way to monitor completion of action items and consistently uses evidence to monitor success and implementation
•Powerful practice describes pedagogical practice that will lead to improved teacher instruction
*practice chosen from data, input (surveys) walkthroughs
•Cycle calendar is fully developed and outlines ILT and teacher teams activities within the cycle. Our team follows the protocol of professional reading, safe practice, peer observations and feedback, and learning walks

Share leadership for improving teaching and learning with representative school members
•100% of ILT members share a common understanding of the team's purpose and priority
•All relevant teaching and learning specialties are represented on the ILT (SPED, bilingual, Literacy, resource, all grade levels), including principal and assistant principals.
•Team members demonstrate trust in one another and have tough conversations when necessary due to work styles of particular members
•Team was streamlined to crucial members and is very transparent within the team
*Shared leadership-job expectations

Use protocols and ask probing questions
•Action items focus on improvements to teaching and learning and are within the ILTs sphere of influence
•Theory of action has evolved to teacher/teacher
•Various ways to gather data and evidence of completion
•Continuously address root causes of incompletion of powerful practice and what could be the next steps for ILT team and or GL representative
*protocol sheets adapted from Network
*check list for analysis protocol sheets

Use timely and relevant data/evidence sources
•Conversations are rooted in relevant evidence both qualitative and quantitative from multiple sources (learning walks, walk throughs, surveys, questions, school based data, grade level discussions, protocol sheets)
•ILT conducts learning walk to capture evidence that is explicitly focused on powerful practice schoolwide.

Schedule and structure frequent meetings
•There is a set schedule for meetings-60 minutes 1-2x a month
•Members attended Network trainings
•Each meeting is guided by an agenda with clear objectives and intented outcomes
•Shared responsibility (time keeper, facilitator, minutes)
•Meeting ends with setting next agenda and confirming action items

Collaborate effectively, value transparency and inform/engage stakeholders
•Everyone has equity of voice including administration and actively engage in meeting
*Evaluate team through Network meetings
•More celebratory actions knowing that the team is growing and constantly addressing how to improve
•Cycle progress and actions shared at PDs throughout the year and at grade level meetings
•Questions answered by all ILT members

Build the capacity of teacher teams to lead cycles of learning
•ILT researches and selects relevant professional texts and articles related to the powerful practice and engages staff in discussion about text to improve teacher practice.
•Teachers observe another teacher implementing powerful practice. Observations occur within and across content, grades/strands.
•ILT feedback provide and at grade level meetings
•Modeling of powerful practice by ILT members
•Teachers reflect on how to improve their practice, identify misunderstandings or areas of improvement
•After learning walks, ILT identifies additional trainings and supports teachers may need during or after cycle.
•Cycle closure-going over powerful practice, comparing baseline data, presented results to whole staff, shared what worked and what need improvement, reviewed content and cycle with staff.

Guide for Instructional Leadership Team

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

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

Evidence, Measures, and Standards

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

Professional Learning:

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

Score

1 2 **3** 4

5 Essentials:
Collaborative Practice-STRONG
96% of teachers take responsibility for improving school
91% of teachers feel that there is enough time to think, try and evaluate new ideas
97% of teachers feel closely connected to school's improvement plan
96% of teachers feel that they have opportunities to work productively with colleagues
87% of teachers worked on instructional strategies with other teachers

Select and design professional learning (PL) to achieve school-wide improvement
•ILT Cycle of Continuous Improvement
*Running Records were analyzed to choose practice
*Learning Walk data
*Powerful practices (purposing lesson/CFUs) -Research based practices
*Professional articles through PD for practices
*Research gather on best practices for powerful practice
*School plan for district scheduled PD Days
*Number talks
*UbD
*Conferring
*Bilingual (program model, WIDA, instructional supports, ACCESS reports and instructional supports)
*N8tls
*Lead Teachers (literacy/math)
*ILT
•Solicit feedback through surveys for powerful practice exit slips for all PD sessions
•Members of ILT planned PD Days
•Differentiated PD-workshop model, departmental focus, coaching opportunities
*PD exit slips to make future PD plans

Implement and sustain on going professional learning
•Opportunities for peer observation (new teachers-mentor, teacher who has mastered a practice)
•School based instructional coach
•Sharing Network PD opportunities via email
•Teachers have attended:
*Saturdays with OLCE
*Foss Kit Training *Brookfield Zoo PD NGSS
*PreSchool Head Start PD on Teacher Institute Days
*Network 8 Fine Arts, Literacy, Math, ILT N8tls, PD
*Ready, Set, Go (preK-2nd) summer Institute
*Kindergarten Workshop (CPS)
*Outside contributors:
*Erin's Law *Garden Club *First Move
*GREAT * Safe Touch *CPR

Structure time for collaboration
•Peer observations (instructional and powerful practice)
•Feedback meetings after peer observations
•Weekly grade level meetings
•Scheduled PD days
•Common preparation periods scheduled
•ILT meetings twice a month
•Problem Solving Process implemented with student data
•Safe Practice feedback
•One on one instructional coaching

Make safe practice an integral part of professional learning
•Safe practice provided for continuous cycle of learning
•School based literacy coach
•ILT members represent each grade level/band and provided support
•N8tls represented for each grade band and provide support with unit planning

Monitor implementation to ensure staff uses new knowledge to improve practice
•PQS *Data talks *Learning Walks
•Walk-throughs *Daily 5/CAFE in class observation during launch

Provide induction and support for new teachers
•Mentor for each new staff member
*Meetings with new SPED teachers
•Beginning of the year orientation for new hires
•PD offered based on individual needs/grade level specific

Guide for Professional Learning

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

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

1   2   **3**   4

Design a school day responsive to student needs:
•Staggered time to accommodate middle school
•Time distribution for all classroom
•Block schedules for ELA, Math and resource
•Departmentalization in 3rd and 4th grade
•Appropriate minutes for Art/PE
•All students attend resource classes (fine arts, PE, health, technology)

Align the budget to CIWP priorities/mission of the school
•Budget allocations are aligned to the CIWP priorities.
•Purchased materials are utilized immediately upon delivery
•Annual evaluation of purchased outside vendor resources
•Art and Physical Fitness grant used for materials to enhance instruction

Streamline purchase procedures to minimize lapses between ordering and receiving materials
•Once POs are created they are quickly approved.
•Calls are placed to the vendor to check on availability and estimated shipping date
•Materials are delivered promptly

Evaluate the consequences for student learning of resource allocation

Hiring team consists of Principal and appropriate personnel
•Utilize student teacher candidate pool
•Include relevant department personnel in interview process
•Build a pool of candidates to fill leave position
•Contact references
•Review REACH ratings
•Use interview protocol specific to vacancy (i.e. SPED, bilingual, SECA)

Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths
•Honor teacher preferences and build an effective team

Effectively utilize Related Service Providers at the classroom level
•Social worker groups
•School psychology
•Speech pathology screenings
•Flex Block-K

Use data including teacher evaluation and exit interviews to inform a retention strategy
•You've Been Mugged-teachers receive treats from colleagues
•I AM…make positive comments about colleagues
•ILT
*Ensemble Committee
•Leadership Teams
•Grade level chairs

Making outreach efforts to engage community members as partners and resources
•Target, Zemsley's

Partner with one or more organizations that share the values of the school and have a complementary missions to the school's vision
•BPNC Counselor and Success and Stability Program Case Manager
•Blessing in a Backpack
•Chicago Cares
•Chicago Blackhawks
•Bernie Books
•Academic and Enrichment programs after school and summer (BPNC, Bilingual
•Programs for parents (Fitness, computers, and Arts and Crafts)
•Adopt-A-Family Gift Distribution during Winter Break
•Parent Mentors/Patrollers
•Parent Patrollers
•Recess Facilitators

Guide for Aligned Resources
- **Design a school day that is responsive to student needs.**
  - Use CPS Instructional Time Guidelines to maximize instructional time.
  - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
  - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
  - Leverage strategic source vendors to maximize dollars.

- Seek and obtain grants to support articulated needs.
- Use grant funds strategically to support areas of highest need.
- Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
  - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
  - Use an interview process including a protocol for questioning and select highly qualified candidates.
  - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
  - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
  - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
  - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
  - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
  - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
  - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
  - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district) ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagment
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Aligning Resources with Priorities: Focusing on What Matters Most ✓ Instructional Supports ✓ Strategic Source Vendor List ✓ CPS Instructional Time Guidelines: Elementary School Overview ✓ CPS Instructional Time Guidelines: High School Overview ✓ CPS Instructional Block Guidance: K-2 Literacy ✓ CPS Instructional Block Toolkits: Math	

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Score

1   2   **3**   4

Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.
•Teacher created UbD units per quarter-various stages of completion
* LA that integrate science and social studies (departmental).
•3rd-4th have created Social Studies, Math, Science
•Units and lessons are aligned to the scope and sequence based on quarterly standards
*Unit scope and sequence
•Resource teachers collaborate with homeroom teachers to extend classroom learning

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.
•Some units contain performance task to determine mastery of the standards thought the unit
•UBD's contains essential questions as well as EU's to focus on a big idea for the unit
•Purposing lessons- student friendly to understand what they are learning for the day
*Focus on CCSS (ELA and Math/NGSS-digging deeper on topics vs. covering a lot of topics

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.
•Read alouds, students are exposed to grade level complex fictional text.
•Each classroom has a classroom library that is leveled to meet students' reading ability in each classroom

Engage all learners in content areas by fully integrating opportunities for all learners, including:
•School wide implementation of Daily 5/CAFE- students are reading at their own level
•Special education and ELL teachers work closely with general education teachers by attending weekly grade level meetings. For inclusion and pullout program lessons are aligned to grade level goals and students are exposed to grade level material. Special education teacher and general education teacher coordinate subjects so they do not overlap.
•IEP academic goals and objectives are aligned to CCSS to ensure the same curriculum as their non-disable peers.
*Technology support aligned to IEPs goals
*Incorporating more instructional materials in Spanish (magazines, novels, informational texts)

Integrate academic and social emotional learning.
•Talk about Touch
•Girls on the Run (social emotional lessons)
•Speech Therapy
•School based counseling
*Second Step
*PBIS
*Vision for Chicago

Connection to real world, authentic application of learning
•Girls on the Run (5K at Grant Park)
•BPNC academic enrichment programs
•Field trips are aligned to current or previous units of study
*Emerald City/Magic Treehouse Production (virtual)
•GREAT Program
•Asthma Van
•Dental and Vision (glasses) Vision 4 Chicago
•Chris Fascione
•Ronald McDonald
*Bernie Books
*Anderson Bookshop-author visit
*Chicago Public Librarian visit
*World Vision US-donated supplies
*Chicago Blackhawks
*UNICEF Global Citizen power bands
*CPR Training
*RED Cross Home Alone

Guide for Curriculum

- ○ ▪ **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
    - ▪ Focus so units can be adequately addressed in the time available.
    - ▪ Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
  - ○ **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
    - ▪ Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
  - ○ **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
    - ▪ Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).

- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
  - Diverse learners to demonstrate core knowledge and skills.
  - English Learners to develop academic language to demonstrate mastery.
    - Use English and native language development standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- **Integrate academic and social emotional learning.**
- **Connection to real world, authentic application of learning. For example,**
  - Provide opportunities for meaningful project-based learning.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
  - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
  - Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING
- ✓ CPS Content Frameworks: Math, Science, Social Science, and Literacy
- ✓ CPS Literacy Scope and Sequence
- ✓ CPS Math Scope and Sequence Guidance
- ✓ Digital Citizenship Curriculum
- ✓ K-12 Financial Literacy Guide
- ✓ Personal Finance 3.0 Course
- ✓ Physical Education Scope & Sequence
- ✓ Health Education Scope & Sequence
- ✓ Interdisciplinary African & African American Studies Curriculum
- ✓ Interdisciplinary Latino and Latin American Studies Curriculum

Instructional Materials:

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

Score

1   2   **3**   4

5 Essentials
92% Curriculum, Instruction, And Learning Materials Are Well Coordinated Across The Different Grade Levels At This School.

Aligned to curricular plans and expectations of the standards
•Complex texts that address the literacy shifts for CCSS
•Incorporation of nonfiction texts to teach informational standards
•Scholastic magazines for all grades (Spanish in K and 1-4th) access on line
•Class sets fables, folktales, fairy tales, novels provided
•texts available for close reading/text dependent questioning

Varied and flexible
•book selection made by grade levels including SPED classes to meet the needs of teachers created CCSS units
•various levels of books chosen to meet multiple reading levels in classrooms
•manipulative kits for new math series in every classroom and supplements available upon request
•book bins, chart paper, classroom rug, book carts provided for CAFE instruction/Daily 5

Intentionally planned/Equitably available Include tools and support needed
•class sets of picture books to author studies and unit instruction available to teacher check out
•leveled readers in English and Spanish in resource room in both buildings for teacher/student need
•comparable Spanish titles provided to meet unit needs if English titles not available
•instructional materials provided for bilingual program in Spanish after evaluating the program model
•Computer lab usage schedule for class specific projects
•Books on CD in both languages available to check out
•Library check out
•Revamping science scope and sequence-switching materials between grade levels that match standards
•Gradual release employed when instructing students on all types of materials

Alternative pathways
•Students choose books for their book bins for independent reading according to their reading level and interest for read to self
•Paired students select the books for read to some one
•Math manipulatives are used daily to address the mathematical shifts for CCSS
•Student-created posters explain mathematical concepts, STEM project (3rd) student chosen materials to use
•Words their way materials for exploring word patterns (2nd)

Technology Instructional Materials
•3 computer labs consisting of 32-37 computers.
•Headphones in computer labs
•Compass Learning- skills students are working on are aligned with NWEA scores.
•Classrooms have access to iPads and tablets.
•Apps for iPads
•All classrooms have printers or access to a printer.
•4 interactive whiteboards (Smartboards) /every SPED classroom
•Classrooms each have 2-4 PC's for student use.
•Each classroom has a laptop, projector, document camera
•Safari Montage videos
•Programs and software for school use (Insight, Kidspiration, MS Office)
•Free Educational Websites (StarFall, ABCYa, Brownbear typing)
•Some 4th grade students are signed up for LearnStorm (Khan Academy)
•Multimedia supports for instruction from McGraw Hill Math Series.
•Access to Scholastic on line for all purchased magazines in English and Spanish
•You Tube videos incorporated into instruction
•Access to Leveled readers on-line and print in English and Spanish
•Access to RAZ kids for below level students for listening to reading
*Smarty Ants

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

5 Essentials
98% teachers have gone over student assessment data with other teachers to make instructional decisions

Begin with the belief that all students can learn
• Attendance competition promote attendance
• PBIS/Golden Eagles, Student of the Month-sets expectation for leadership and attendance
• Agency, Authority, Identity (PD, implementation on strategies
•2B established: norms, routines/structures in place (EOY/MOY walkthrough)

Plan/assign tasks -cognitively challenging for individual students/require students to provide evidence reasoning
•AAI strategies (Three Acts, Which on Doesn't Belong?
•UBD/N8TLs: Stage 2 Assessments Performance Tasks incorporate many standards/require application of learning
Stage 3 Learning Activities-tasks lead to performance task/incorporate many standards
•TDQ/Close reading/annotation
•Scope and sequence by standards (math and reading)
•Cross curricular planning (departmental)
*Flex Block (kinder) grouped by data, standards based grouping

Tasks reflect the key shifts in literacy
•Powerful Practice: Text Dependent Questions used in reading, CFUs
•Students closely read, cite evidence and annotate complex texts.
•Units containing performance tasks to determine mastery of standards taught within units.
•Scholastic News in classrooms
*increased informational texts
*Science informational texts for units
Informational standards taught in Science /SS departmental
•academic language PD/focus on tier words

Tasks the key shifts in mathematics
•Math Series: McGraw Hill- My Math K-4
•Tasks reflect a curricular and instructional focus on the Common Core Standards
•Math Series provides a multi-grade progression with key beginnings and end points
*Math Vertical Talk-coherence of math curriculum
•Observation of Math Talks
•Compass Learning
•Math Lead PD's
•Math Scope and sequence by standards
*Rigor: Three Acts PD/implementation
*School-wide focus on Fact fluency
*Smarty Ants

Create opportunities for students to create authentic work for real audiences to motivate them to meet
•Math Talks
*Performance Task assessments/GRASPs
•Drama performances
•Art
•Music-instruments, choir, assemblies,

Examine student work to identify/showcase the qualities of strategic thinking that are both rich in content/relevant
• Discussion among teachers across grade levels occurs to reflect on student work and discuss/share results from each grade level's literacy assessments (tasks).
*Data Team analysis of assessments/item analysis
*CFU powerful practice-exit slips/Looking at student work protocol
*implementation of collaborative conversation norms/expectations
•Diverse Learners/ELL in planning

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
  - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
  - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
  - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
  - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
  - Tasks are Integrative to draw on multiple standards.
  - Teach for Robust Understanding in Mathematics (TRU Math). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
  - **Complexity**: Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Teaching for Robust Understanding in Mathematics (TRU Math) ✓ Math Practices: What to Look For Observation Tool ✓ Checking In: Do Classroom Assignments Reflect Today's Higher Standards? ✓ Student Work Protocol (EQuiP) ✓ Slice Protocol – Looking at Student Work	

Transitions, College & Career Access & Persistence:

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

SQRP DATA
English Learner Growth Percentile – Reading 38th percentile
English Learner Growth Percentile – Math 39th percentile

READINESS
NWEA MAP Growth Indicators
National School Growth Percentile – Reading 64th percentile
National School Growth Percentile – Math 61st percentile
% of Students Meeting/Exceeding National Average Growth Norms 54.2 percent
95.8% Daily Attendance in 2016/2017 School Year

TRANSITIONS
• 4th Grade participates in Middle Transition Program where students and their parents visit the MS
• Middle school students come and speak to the 4th graders about expectations
• Students and teachers participate in end of the year transitions where students visit next year teacher and review expectations
• Grade Levels hold Open Houses at the beginning of each school year for families
• Bilingual coordinator and bilingual department monitor transition of students exiting bilingual program
• Counselor meets with retained 3rd grade students quarterly to address concerns and review progress
• BPNC offers summer academic and enrichment programs
• Teachers encourage students to participate in summer reading programs at the library etc.
• Students not meeting expectations in grade 3 attend summer Bridge
• Qualifying special education students attend ESY
• Golden Eagle Bootcamp to address behavior during physical transitions in the school
• 4th gr students have lockers to get them ready for middle school

AWARENESS
• Counselor conducts classrooms lessons for students including: 1st & 2nd Grade Strength Identification, 3rd & 4th Grade Interest Inventories, K-4th Grade College awareness lesson.
• Students are aware of grade level expectations and personal progress and goals
• Junior Achievement ('16-'17)
• College bulletin boards
• Door decorating
• College wear Mondays

GREAT Program
*Counselor conducts classrooms lessons for students including: 1st & 2nd Grade Strength Identification, 3rd & 4th Grade Interest Inventories, K-4th Grade College awareness lesson, 3rd & 4th Grade Test Taking Skills and small groups based on social skill development, self-esteem, goal setting, self-control
*Girls on the Run

SUCCESS
*Researching and comparing colleges and careers relating to interests and academic benchmarks
*Junior Achievement works with students on money management

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
    - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
    - Monitor the progress of English learners after transition from services.
    - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, CTE recruitment fairs, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
    - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
        - Use student data and best practices research to develop focused programs.
            - Expand access beyond students who are struggling academically.
            - Provide school counseling and postsecondary advising transition support and follow-up during "Summer Melt" and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
    - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals. Expose students to CTE Pathways around career options
    - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
    - Start the conversation about college in primary grades.
    - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
    - Provide access to 8th Grade Algebra to all eligible 8th grade students.
    - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
    - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success

and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.

- Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
- Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
- In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- Provide opportunities for Dual Credit/Dual Enrollment

- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
  - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
  - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
  - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
  - Applying to multiple colleges—generally three or more.
  - Navigating financial aid and capitalizing on grant and scholarship opportunities.
  - Equipping students and families with persistence strategies. (College Persistence Toolkit)
  - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

Expectations for depth & breadth of Quality Teaching

Instruction:

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

Score

1   2   **3**   4

SQRP DATA
•64nd percentile in NWEA reading growth
•61th percentile in math growth

5 Essentials
94% of teachers agree that there is consistency in curriculum instruction in learning materials among teachers in the same grade level.
91% of teachers agree that as a school, we follow up a new program to make sure it's working.

Plan a range of effective pedagogical approaches suitable to student learning
Units include various approaches to learning

Effectively Communicate with Students
•Communication of learning objective is consistent and aligned to the standards
•School Wide Powerful Practice – Purposing-Making it Public, CFUs (exit slips)
•Professional Development on benefits of purposing for students and teachers, PD on writing and delivering high quality purpose statements
*academic language-tier 2 words incorporated into units and instruction
*collaborative conversations expectations/norms established
*student misconceptions-few teachers incorporate in units, wondering walls, inquiry
*inquiry questions shape curriculum (some)
*EUs/EQs guide instruction

Use Questioning and Discussion as Techniques to Deepen Student Understanding and Challenge
•Questioning is more heavily aimed at assessing higher order thinking skills
•Questioning is focused on student questions and discussion beyond math number talks and strategy groups to promote student thinking and understanding –some Three Acts/ AAI strategies/student created/TDQ
•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.
*authentic discussions norms/expectations/engagement (fair sticks, turn/talk, listen/talk)
*text evidence (annotation/prove it strategies)

Engage Students in Learning
•Instruction is delivered whole-group as well as targeted instruction that is conducted in guided reading or strategy groups. With the implementation of CAFE, teacher conferences with all (ELs, DLs) students to maximize on student strengths, identify weaknesses, set goals and progress monitor using running records
•Teacher target student strengths and weaknesses using NWEA Data and the Learning
•3rd/4th Grade departmentalized
•Compass / BPNC / RAZ Kids / After school classes
*Flex Block (K)

Monitor the Effect of Teaching on Student Learning and Integrate Formative Assessments into Instruction
•Teacher Developed Unit Planning aligned to Common Core Standards including curriculum based assessments and performance tasks aligned to standards
•UbD Stage 2 GRASPS Stage 3 Learning activities connected/lead to performance tasks
•ACCESS reports-group students by score and implement supports accordingly
•Performance tasks for all grade levels

Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
Exit slips analysis-future instruction
MTSS systems in place-improvements to Tier 2/3 procedures

Foster student ownership
• Conference/goal setting
• Students aware of reading levels and level expectations
• Running records-strengths/weaknesses
• Choice menus/Daily 5/Stage 2 assessments
• AAI strategies

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
  - Guide students to articulate the relevance of the objective(s) to learning.
  - Anticipate possible student misunderstanding.
  - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
  - Enable students to contribute to extending the content by explaining concepts to their classmates.
  - Build on students' language development and understanding of content.
  - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**

- Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
- Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
- Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
- Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
  - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
  - Provide targeted supports to individual students or groups of students based on their identified needs.
  - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
  - Monitor progress and check for understanding for individual students.
  - Change instructional practice based on analysis of current data.
  - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s.
  - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

Evidence, Measures, and Standards

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

CPS SCHOOL EXCELLENCE FRAMEWORK   18

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

Use Multiple Measures
• Throughout grade specific units such as checklist, rubrics, exit slips, quizzes and tests.
• ESGI-Kinder *Compass reports
• NWEA data *CFUs-exit slips
• Classroom assessments-unit tests/tasks *Running Records

Use screening, diagnostic, PM assessment
• To identify gaps and monitor improvement, teachers utilize running records, K-1 sight word list, ACCESS, CFUs, NWEA, ESGI (K).
• School wide procedure to target students for Tier 2-criteria chart
• Request of referral form (red folder) to follow teacher created interventions.
• Progress monitoring forms for teacher.
• Schedule/MTSS log for MTSS to look at folders to evaluate Tier 3 work.

Make Assessments Accessible
•Grade level assessments are made accessible to all students.
•Modification/accommodations are made according to IEP keeping standards the same including questions and texts
•ELs receive the assessments (running records, NWEA Math (3rd & 4th) in Spanish.
•NWEA/ACCESS/PARCC-Proctor information universal, schedule created.

Assessments reflect shifts in Literacy and Math
• Follow UbD unit backward plan with end in mind when creating assessments.
• Assessment assess CCSS for Reading and Math
• Students are required to cite evidence for all assessments.
• Departmental SC/SS focus on CCSS informational standards.
• Assessment require students to apply skills.
• Math fluency texts/competitions
• Math assessments (My Math)

Assessment that Measures the Development of Academic Language for ELLs
• PD offered to bilingual teachers focused on reading ACCESS reports to determine ESL lessons and evaluate current bilingual instruction model to ensure proper level of exposure to 2nd language
• WAPT Screener administered to identified students for appropriate placement and identify the language of instruction
• WIDA MODEL (Measure of Developing English Language) shared with all staff members

Access and analyze school wide data
• Reading level data reviewed quarterly (growth/no growth)
• Problem Solving Process implemented around reading level data by all classroom teachers including bilingual and SPED teachers
• Improve and Promote Assessment Literacy
• Review CFUs and plan for future instruction.
• Teachers collaborate to create units and assessments, and decide on the percentages to assign to different categories.
• Data Committee

Improve and promote assessment literacy
• Powerful Practice-formative assessments (exit slips)
• Analyze exit slips to ensure that the standard is assessed
• Units match standards from ELA scope and sequence
• Some common Performance Tasks (stage2) created by GL

Grading system
• Parents' portal displays the students' assignments and grades.
• Grading Scale is available to the students on their planners.
• Each mid quarter the students take home a progress report that parent have to sign and returned.
• Parents should be notified prior to receiving report cards if a child is failing in any subject area
• Students take NWEA 3xs year/ parents informed of students' progress towards meeting their yearly goals.
• ACCESS test measures four domains and parents receive a copy of the results.
• Most teachers send a weekly report to inform parents of the students' progress and behavior.
• Reading level sent to parents quarterly so parents are aware of progress.

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

Tasks)

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

Evidence, Measures, and Standards

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

Multi-Tiered System of Supports:

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

Score

1   2   **3**   4

TIER 1
•Cohesive Tier 1 scope and sequence (standard/unit) *Tier 1 units in various stages of completion
*All learners have access to Tier 1 curriculum *Creation of units involves all stakeholders
*Established well organized MTSS systems in place *Data analysis at GLM after every marking period
*CFUs implemented/exit slips analyzed for instructional decisions
•MTSS Team includes- Psychologist, Social Worker(16-17), Speech Path (16-17), Case Manager, Counselor and Teachers
(SPED, general ed. Literacy Coach)
•Grade Level workshop conducted by MTSS Team at beginning of the year
•MTSS Documents including: intervention samples/strategies/resources uploaded in Drive Folder for a staff
•MTSS Documents include progress monitoring data and student profiles
•Students are aware of grade expediencies, their achievement levels (reading level) NWEA/their goals
*one on one goal setting
•Second Step implement for school-wide social emotional curriculum (used by support staff too)
•YWCA conducts school-wide Talking about Touch program for students/staff per Erin's Law requirement
*Officer Friendly
•PBIS Handbook shared with entire staff
•Golden Eagle Bootcamp conducted bi-annually •Golden Eagle and Purple Power awarded by entire staff
•Weekly Golden Eagle winners at each grade •Student of the Month celebration monthly

ON TRACK
•School works to maintain a 95/96% attendance rate, students who are off track are monitored closely by attendance clerks and
administration (truant cards, attendance calendar)
•Parent meetings are held as needed throughout the school year as well as during report card pick up for students with excessive
absences and tardies
•Teacher make calls home daily for absent students
•Attendance policy in school handbook outlines procedures for absences
*Attendance committee in place
•Highest classroom attendance announced and recognized weekly
•Teacher and administrations meet with students/parents as needed and are referred to counselor if needed

TIER 2 & 3
•School has established referral process for requesting documents (criteria chart)
•MTSS folders are distributed in timely manner upon referral from teacher
•Student progress is logged and kept up to date bi-weekly
•School has MTSS Progress Monitoring Calendar shared with whole staff
•MTSS Team meets bi-weekly to review data, grades, attendance, behavior, teacher/parent notes to determine interventions
•MTSS Team emails/meets with teachers to discuss next steps for students
•Parents are informed via letter and teacher meetings that their child is participating in MTSS
•Lessons by Counselors: Strength Identification 1st/2nd Test Taking Strategies/ Learning Styles 3rd-4th
•Lunch Bunch Groups for 3rd and 4th Grade students focusing on self-esteem and social skills
•Self-control-various grades
•SS Grin •Anger Coping •Check In Check Out
•GREAT Program for 4th grade students •Junior Achievement for PK-2nd grade
•Individual Counseling provided as needed based on data and referral
•Counseling Referrals given to parents in need of additional or intensive services
•Students requiring school year supports receive MTSS services as needed

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:

Score

1   2   **3**   4

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

Create a culture that reflects a shared belief in the importance of learning and hard work:
• Teacher uses strategies for reinforcement through school wide Daily 5 and CAFE, Words their way, Purposing Statements, and continuing Close Reading, Comprehension Benchmarks across grade levels, Sharing data with students and parents, Data talks with administration, Compass Learning, Think Through Math, and Chess
• Goal setting-NWEA RTI sharing with students, informing them of goal/growth, check-in after each administration
• Goal setting: conferring around reading strategies,
• Goal setting: expected reading level
• Every grade level conducts open houses in the beginning of the school year which are attended by the administration.
• Administration meets with individual students and families to address academic performance. Principal ensures parents are provided with students' current achievement data (reading level, NWEA, and Access).
• Information regarding grade level performance, annual goals and expectations are shared both verbally and through printed materials at open house and conferences. Students NWEA goal setting sheets are shared with parents as well as reading level expectations for the year.
• Principal addresses the LSC with the State of the School which includes our growth report and access scores.
• Parent volunteers participate in the CIWP process and the Network 8 N8PLs meetings.
• Pre-schoolers attending our kindergarten visit Kindergarten classes before the end of the year. Kindergartners participate in a graduation ceremony. 4th graders participate in transition activities that include a trip to the middle school. Every student on the last day of school visits their new classroom and meets their teacher.
• A Shields pamphlet has been created to highlight our school and distributed to parents and throughout the neighborhood.

Convey High learning expectations for all students and develop structures that enable practice:
• Display of academic and personal achievements through School wide PBIS posters and expectations, display of Student of the Month, Purple Power classroom winners, weekly Golden eagles school wide announcement, Teacher of the Month are posted throughout the building and announced, Teacher pictured with their university logo display.
• High expectations are set through scope and sequence of standards, quarterly assessment to evaluate grade level benchmark, RIT band instruction in classroom and Compass learning, running records quarterly assessments
• Differentiation within lessons through small group work, leveled readers, words their way, choice menus, accommodations and modifications.
• Student recognition through Honor Roll, Citizenship, Perfect attendance awards, Golden Eagles, Student of the month, Classroom attendance certificates
• Ensure students feel safe to address misunderstandings with small group and individual conferences with teachers.
• Art and music education program (keyboards)

Encourage students to take ownership:
• Students self-assess through Daily 5 rubrics and posters displayed through classrooms, other rubrics (math, speaking, writing, etc.)

Provide student feedback
• Students know they have done well when teacher provides feedback through graded papers with comments, individual conferences where teachers provide a compliment and then set a goal, NWEA Goal setting sheets, board work, golden eagles, purple powers, display on bulletin boards

Develop academic mindset
• Strategies are employed through Daily 5, CAFE, individual conferences, small group instruction
• Teachers encourage students sense of belonging through a warm and caring environment in classroom and throughout the school, classroom jobs/responsibilities, Junior Coaches, GOTR, Drama and Choir
• Academic behavior is monitored through quarterly running records, quarterly benchmark assessment and end of unit assessments, formative assessments embedded in unit, yearly ACCESS testing, NWEA (Fall, Winter Spring)
• Data analysis for growth on reading levels and MTSS
• Students are praised through Golden Eagles, high 5's, purple powers, classroom incentives, St. of the Month
• College and career committee activities (college board identifying colleges attended by staff
• AAI opportunities (Three Acts, Number Talks)

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

Adults develop trusting relationships with students
•Most of the students bond with teachers through writing and reading (Thank you notes and colorful pictures). As students move on to the Middle School, they frequently come back to visit most of the teachers follow. When conferring with parents, teachers are knowledgeable about student's grades, reading level, attendance record, etc.
•PBIS check in with counselors or administration
•Second Step program
•BPNC counseling
•School Psychologist, counselor, case manager
•BPNC after school program
•Girls On The Run-adult running buddy
•Implement Talk about Touch with the YWCA
•Parent Mentor program-Kindergarten
•PreK Monthly Family Night
•Class Dojo

Foster supportive, caring & respectful staff-student interactions
• PBIS (Golden Eagles, Purple Power/Student to the Month)
• MTSS

Student interactions are mutually supportive & respectful with strong norms for positive behavior.
•Play Works –class game time teaches students how to play as a team and conflict resolution skills.
•Reading Week Reading buddies where students within grade levels partner up to read to each other
•BPNC after school program
•Girls On The Run- lessons encourage positive emotional, social, mental and physical development.
•PBIS expectations reviewed by classroom teacher
•Junior Coaches (3rd and 4th grade)
•Classroom jobs and responsibilities.
*Second Step & CGT teaching students positive interactions

Understanding race & equity and its impact on student learning.
•Students with disabilities are engaged within the school community, including both physical and emotional
•Student's classroom experience demonstrate value of home language and culture integrated through lessons and parent workshops within classrooms, School-wide performances (Cinco de Mayo and Winter assemblies)
•Bilingual teacher teams meet weekly to address and develop new curriculum for cultural awareness.

Support and respect one another
•Ensemble Committee
*Team building activities in August PD (painting)
*Weekly grade level meetings with administration
•Agreed upon meetings norms for grade level meetings
•PPLC to address concerns and issues
•Professional development lead by peers
•Coaching meetings around instruction, curriculum, powerful practice, unit creation
•Peer Classroom observations –Cycle of Continuous Learning
•File sharing (units) on Google Docs
•Teachers volunteer to take on after-school projects (GOTR, BPNC, Parent field trips, and school committees)

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

Study Politics
• 3rd grade elections for classroom jobs emulating the US government

Become informed voters and participants in the electoral process
• 3rd grade elections

Engage in discussions about current and controversial issues
• Social Studies class

Explore their identities and beliefs

Exercise student voice
• 5 Essentials Survey (4th grade pilot for 2018)

Authentically interact with civics leaders

Engage with their community
• Junior Coaches Program

Guide for Student Voice, Engagement, & Civic Life

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
  - **Become informed voters and participants in the electoral process**
    - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
    - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
    - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
  - **Engage in discussions about current and controversial issues**.
    - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
    - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
    - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
  - **Explore their identities and beliefs**
    - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
    - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
    - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
  - **Exercise student voice**
    - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
    - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
    - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
    - Authentically **interact with civics leaders**
    - Students learn about community, city, state, and national civic leaders and their roles in civil society.
    - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.

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

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

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

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

Evidence, Measures, and Standards

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

Safety & Order:

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

Score

1   **2**   3   4

5 Essentials Survey
92% of teachers believe that they have some influence on setting standards for student behavior.
100% of teachers believe that they help maintain discipline in the entire school and not just in the classroom.
85% of teachers feel responsible for helping students develop self-control.

Ensure students and adults physically, socially, intellectually and emotionally safe throughout the school.
• Locks on Doors *Security Cameras
• 1 Main Entrance *Handheld radios for admin and security
• PA system for modular *Red Bags
• Off Duty Police Officers *2 Security Guards
• Practice and Complete Required Safety Drills (FIMS)
• Safe Passage

Provide clear procedures for reporting and responding to safety concerns.
• Safety Drills conducted
• Maps and procedures displayed in each classroom
• Visitor check in procedures

Manage efficient and orderly transitions between activities.
• School Arrival and Dismissal
• Drop off zone
• Street closing
• 16 school personnel outside assisting
• Members of parent patrol outside to assist with dismissal
• Bring students in during inclement weather.
• Student Safety Patrol (16-17)
• Crossing Guard
• Junior Coaches
• Safe Passage Until 5 PM

Provide a framework for positive behavior throughout the school based on shared values and expectations.
• PBIS
• Golden Eagle and Purple Power Tickets
• Golden Eagle Camp (16-17)
• Student of the Month
• Student Golden Eagles
• Classroom behavior charts and systems
• Attendance competition and trophy (weekly, monthly, quarterly)
• Playworks
• Second Step
• YMCA (Talk about Touch, Officer Friendly Program)
• Lunch Bunch

Have a voice and take informed action.
*Junior Coaches

Emphasize proactive, instructive and restorative approaches to student behavior and minimize punitive consequences through policies and procedures.
• Playworks
• Behavioral/Social Groups (BPNC, 307)

Clarify criteria for office referrals versus classroom managed behavior.
• Staff referrals in both offices

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:

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.

Score

1 **2** 3 4

School Report Card Data
Number of out-of-school suspensions ('16-'17 10 '17-'18 2)
Percent of misconducts ('16-17 43 '17-'18 19)

School Climate 2017 Data (37 respondents)
92.9% of staff strongly agree that the school has 3-5 positively behavior expectations known by school community
72.9% strongly agree that adults teach, model, and reinforce appropriate behavior expectations in all areas of the school
56.7% strongly agree that there are clear criteria for behaviors that warrant office referrals
59.5% strongly agree believe that minor behavior problems are effectively handled in the classroom
59.5% strongly agree that when planning a disciplinary response, staff members consider the cause/function of the behavior
64.8% strongly agree that adults know what to do when observe teasing bullying or harassment
64.8% strongly agree that adults consistently intervene when they observe negative behaviors
64.8% strongly agree that all adults in the school model the behavioral expectations set forth for the students

PROACTIVE
• PBIS Team meets
• Golden Eagle Boot Camp bi-annually
• PBIS goals and expectations displayed in all hallways and classrooms
• Classrooms have transition schedules displayed
• BAC/PAC committee holds bi-monthly meeting to discuss needs of school
• Administration meets with recess/lunch staff prior to school year/as needed to discuss behavior expectations of students
• Awards (PBIS Golden Eagle/Purple Power awarded daily, winners announced weekly & shared on website/bulletin board
• Student of the Month Awards presented monthly and displayed on school bulletin board and newspaper
• Teachers contact parents to update on positive behavior and discuss face-to face at Report Card Pickup
• Counselors/Administration contact parents to update on interventions and growth of behavior
• Safety Patrol members help to reinforce positive behavior in school ('16-'17)
• Safe Passage/crossing guard
• Junior Coaches assist with leadership and younger grades during class game time
• PBIS Handbook shared on Google drive with all staff
• Second Step introduced in grade levels as a pilot for next year school-wide implementation

INSTRUCTIVE
• Classrooms lessons align to SEL Standards
• Counselor & Social Worker & Psychologist conduct small group, individual, and classroom lessons that align to SEL standard as outlined in School Counseling Plan
• MTSS Team meets bi-weekly to review data and consult with teachers and administration on student growth/decline
• MTSS Team and Administration analyze data from google drive Discipline Reports and MTSS to determine students in need of Tier II supports such as Check in Check out, Lunch Bunches, Anger Coping, SS Grin, Kindergarten Self-control behavior charts or Tier III individual Counseling or formal behavior plans
• All staff model behavior in hallways and reinforce positive behavior by awarding golden eagles or purple powers

RESTORATIVE
• PBIS Handbook clearly identifies steps to take to handle behavior infractions to avoid removal from classroom
• Administration, Counselor, Teacher conduct restorative practices through conversations, apologies, reflection writing, calming corners
• Staff encourages students to discuss conflicts

APPROACH TO BEHAVIOR ISSUES (Use of our progressive behavior system)
• Classrooms participate in "brain breaks" to help students regain focus, exhaust built-up tension and reduce stress
• Teachers and other adults supervising students use positive framing in classrooms and during transitions
• Teachers and students have created behavior systems for their classrooms

Students who have repeated infractions or severe behavior are referred to the Administration
- Student conference with Administration
- Student and parent conference with Administration
- Student is assigned a detention and/or group skill building class
- Student is assigned an In-School Suspensions in accordance with the CPS UDC
- Administration obtains classroom assignments from teachers
- Administration supervises student during In-School Suspensions
- Administration conducts re-entry plan with student
- Student is assigned an Out-of-School Suspension in accordance with the CPS UDC
- Administration obtains classroom assignments form teachers
- Administration conducts re-entry plan with student

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.

Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.
• Translator list in the office: parent's meetings, preK night, parent notices, calendars, report cards, newsletters, parent portal, assemblies
• Calendars, notices, report cards, progress reports, newsletters, robo calls are send home in two languages
• Open door policy and accessibility. The principal is available to see parents and is accessible in the mornings and in the afternoon outside of the school.
• Shields Handbook
*Parent mentors
*Recess monitors

Provide frequent, high quality, well publicized opportunities for families/ community to participate in authentic and engaging activities in the school community (student performances/exhibitions, literacy or math events)
• Parent Dance Class with BPNC • Spelling Bee Assembly *Haunted School
• Cinco de Mayo Assembly • Lion King, Sleeping BeautyPlay *PreSchool parent project
• Christmas Concert • Open House- beginning of school year *Loteria Night
• Parent Ambassadors •CMPC meetings *Mexican Independence Parade
• NWEA reports • Reading Level notices *Girls on the Run
• Reading week activities • Classroom Workshops *Mock 5K
• Craft Workshop • PAC monthly meetings *Celebration
• LSC- monthly meetings • OLCE monthly meetings *5K run
• BAC- monthly meetings • Title 1 Training

Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
• Report Card pick up *Parent Portal *progress reports *Open door policy

Solicit family's support and engage families as partners
• Recess Moms • Parent Mentors in classrooms
• Classroom Workshops • LSC- monthly meetings
• PAC- monthly meetings • BAC- monthly meetings
• Title 1 Training • Network monthly meetings
• Reading week activities • Classroom Field Trips
*Children's Advocacy Center *OLCE Meetings
*Safe Passage *Parent classes
• Calendars, notices, report cards, progress reports, newsletters, robo calls are send home in two languages

Frequently communicate with parents
• Calendars, notices, report cards, progress reports, newsletters, robo calls are send home in two languages
• Frequent parent notice: behavior, attendance, accidents, academics, social services
• NWEA Student's Report • Reading Levels
• Purple Folders/ Student planners • Class Dojo classroom messengers

Conduct intensive outreach to families
• Frequent parent notice: behavior, attendance, accidents, academics, social services
*Provide proactive communication
• Shields Handbook
• Purple Folders/ Student planners
*Secret Santa
*BPNC Social Services
*Share the Warmth (coats)
*Playworks shoe donation
• Calendars, notices, report cards, progress reports, newsletters, robo calls are send home in two languages

Parent equitably with parents speaking language other than English
• Classroom Workshops- Quarterly • Robo calls
• Pre-K Night • BAC Training
• Parent Portal enrollment • Open House- beginning of school year
• Parent Ambassadors • Zumba
• Open door policy • Parent to Parent Newsletter
• Shields Handbook • NWEA Student's Report
• Reading Levels • Report Card conferences
• Calendars, notices, report cards, progress reports, newsletters, robo calls are send home in two languages
• Translators List in the office: parent's meetings, preK night, parent notices, calendars, report cards, newsletters, parent portal assemblies
• Frequent parent notice (calls and conferencing): behavior, attendance, accidents, academics, services

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	Expectations for Quality & Character of School Life: Parent and Family Partnership	1 2 3 4 5 ⊘
2	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	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: Aligned Resources	1 2 3 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 ⊘

3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 ⊘
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 **4** 5 ⊘
3	Expectations for depth & breadth of Quality Teaching: Instruction	1 **2** 3 4 5 ⊘
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1 2 3 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Curriculum	**1** 2 3 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 **3** 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 ⊘

Goals

Required metrics (Elementary)   18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
This goal was set using the CIWP Goal Setting Calculator, which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals, our SQRP rating will be Level 1 in 1 year and Level 1+ in 2 years.	78.00	64.00	75.00	67.00	70.00
National School Growth Percentile - Math					
This goal was set using the CIWP Goal Setting Calculator, which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals, our SQRP rating will be Level 1 in 1 year and Level 1+ in 2 years.	82.00	61.00	75.00	67.00	70.00
% of Students Meeting/Exceeding National Ave Growth Norms					
This goal was set using the CIWP Goal Setting Calculator, which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals, our SQRP rating will be Level 1 in 1 year and Level 1+ in 2 years.	61.30	54.20	0.00	57.00	60.00
African-American Growth Percentile - Reading					
N/A	(Blank)	(Blank)	0.00	0.00	0.00
Hispanic Growth Percentile - Reading					

This goal was set using the CIWP Goal Setting Calculator, which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals, our SQRP rating will be Level 1 in 1 year and Level 1+ in 2 years.	79.00	64.00	75.00	67.00	70.00

English Learner Growth Percentile - Reading

This goal was set using the CIWP Goal Setting Calculator, which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals, our SQRP rating will be Level 1 in 1 year and Level 1+ in 2 years.	92.00	38.00	74.00	44.00	50.00

Diverse Learner Growth Percentile - Reading

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

African-American Growth Percentile - Math

N/a	(Blank)	(Blank)	0.00	0.00	0.00

Hispanic Growth Percentile - Math

This goal was set using the CIWP Goal Setting Calculator, which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals, our SQRP rating will be Level 1 in 1 year and Level 1+ in 2 years.	83.00	61.00	75.00	66.00	70.00

English Learner Growth Percentile - Math

This goal was set using the CIWP Goal Setting Calculator, which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals, our SQRP rating will be Level 1 in 1 year and Level 1+ in 2 years.	48.00	39.00	70.00	45.00	50.00

Diverse Learner Growth Percentile - Math

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

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

The goal is set to maker positive progress toward reading attainment.	38.00	48.00	47.00	50.00	55.00

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

The goal is set to maker positive progress toward math attainment.	36.00	42.00	55.00	50.00	55.00

National School Attainment Percentile - Reading (Grade 2)

This goal was set using the CIWP Goal Setting Calculator, which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals, our SQRP rating will be Level 1 in 1 year and Level 1+ in 2 years.	46.00	30.00	39.00	35.00	40.00

National School Attainment Percentile - Math (Grade 2)

This goal was set using the CIWP Goal Setting Calculator, which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals, our SQRP rating will be Level 1 in 1 year and Level 1+ in 2 years.	42.00	22.00	43.00	35.00	40.00

% of Students Making Sufficient Annual Progress on ACCESS

N/A	42.20	(Blank)	59.00	0.00	0.00

Average Daily Attendance Rate

| Our goal is maintain a 96% attendance rate. | 96.10 | 95.80 | 96.00 | 96.00 | 96.00 |

My Voice, My School 5 Essentials Survey

| Goal is to maintain a "well-organized" rating. | *(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...
develop a standards based curriculum using UbD designed units with clear and common assessments and scoring tools	then there will be clarity, consistency and equity to what all students will learn and what all faculty teach	which leads to observable and measurable improvements in learning and student performance.

Tags:
Curriculum, Aligned assessments, Unit plans, Coherence

Area(s) of focus:
1, 4

Action step	Responsible	Timeframe	Status
Develop UbD units for all content areas that are aligned to the CCSS, NGSS, Math, Social Studies and WIDA Standards including student misconceptions.	All teachers N8tls ELPT	Aug 27, 2018 to Jun 19, 2020	Not started

Standards-based instruction, Wida, Content, Ubd, Curriculum development, Student misconceptions

| Develop criteria to assess unit content and provide feedback on coherence across UbD Stages. | N8tls | Nov 2, 2018 to Jun 19, 2020 | Behind |

Curriculum, Collaborative feedback, Coherence

| Implement NGSS sample units that incorporates crosscutting concepts and Science and Engineering practices and support with instructional materials | Science teachers | Sep 10, 2018 to Jun 19, 2020 | Behind |

Stem, Ngss, Units

| Solidify scope and sequence across grade level contents and vertically during grade level meetings/professional development | teachers | Nov 2, 2018 to Jun 19, 2020 | Behind |

Grade level meetings, Curriculum map, Vertical and horizontal mappiping, Scope & sequence

| Continue to develop curriculum for native language literacy and provide instructional materials to support bilingual curriculum | ELPT bilingual teachers | Aug 27, 2018 to Jun 19, 2020 | Behind |

Instructional materials, Wida, Els, Tba

Provide professional development on Social Studies Standards	Curriculum Corrdinator SS teachers	Aug 27, 2018 to Jun 19, 2020	Behind

Social studies, Professional development, Inquiry based learning, C3

Develop a writing curriculum that matches the CCSS and incorporate writing lessons into UbD units	Curriculum Corrdinator	Aug 26, 2019 to Jun 19, 2020	Behind

Scope and sequence, Standards, Writing curriculum, Ubd units

Create and deliver professional development on the STEM/integration of math and science into units (ex. Mystery Science, Brookfield Zoo Fellows Program, Loyola Math and Science).	Curriculum Corrdinator Science teachers	Feb 1, 2019 to Jun 19, 2020	Behind

Professional development, Stem, Math curriculum

Create or revise clear common unit assessments/scoring tools using GRASPs.	N8tls teachers	Aug 27, 2018 to Jun 19, 2020	Behind

Assessments, Ubd, Grasps

Analyze quality of assessments and alignment with standards.	teachers Grade Level teams	Feb 1, 2019 to Jun 19, 2020	Behind

Assessments, Aligned assessments

Incorporate Agency, Authority, and Identity lessons into curriculum tailored to students' strengths, needs, and interests.	teachers	Aug 27, 2018 to Jun 19, 2020	Behind

Curriculum Design, Student centered, Aai, Stage 3

Pursue partnerships with charitable groups/outside sources for instructional materials (technology) for all content areas.	fundraising/grant committee	Aug 27, 2018 to Jun 19, 2020	Behind

Technology, Instructional materials, Physical education, Fine arts, Fundraising, Content areas

Support departmental programs for all content areas in 3rd/4th gr.	Administration	Aug 27, 2018 to Jun 19, 2020	Behind

Content areas, Departmental program

Support learners through the development of after school programming (ex. BPNC)	Administration BPNC teachers	Feb 1, 2019 to May 29, 2020	Behind

Math, Reading, Community partnerships, After school program

Provide students with social and emotional support through SEL curriculum (ex. Second Step)	Counselor teachers support staff	Oct 8, 2018 to Jun 12, 2020	Behind

SEL

Create a variety of learning activities within UbD units that helps learners acquire knowledge, make meaning and transfer skills	N8tls teachers	Aug 27, 2018 to Jun 12, 2020	Behind

Unit planning, Rigorous student tasks, Stage 2

Strategy 2

If we do...	...then we see...	...which leads to...
use data to identify effective instructional approaches and provide professional development	differentiated instruction	increased student growth and attainment.

Tags:
Instruction, Professional development, Differentatied instruction, Data driven instruction, Rigorous instruction, Student attainment, Student growth

Area(s) of focus:
2, 3

Action step	Responsible	Timeframe	Status
Utilize District, Network and school based resources to provide professional development on Agency, Authority and Identity, assessments and implementation of powerful practice.	Administration ILT/N8tls/ELPT/ Curriculum Corrdinator	Aug 27, 2018 to Jun 19, 2020	Behind

Aai, Cps summits, Network 8

| Integrate technology into instruction through use of IPADS, Smart board, etc. | technology committee teachers | Aug 27, 2018 to Jun 19, 2020 | Behind |

Technology

| Use data to engage staff in cycles of continuous learning to improve instruction for all students, including ELs and DLs (ex. Collaborative Conversations, etc) | ILT teachers | Aug 27, 2018 to Jun 19, 2020 | Behind |

ILT, Data driven instruction, Els, Dls, Cycle of continuous

| Continue to administer CFUs in order to analyze student progress and adjust instruction. | teachers | Oct 15, 2018 to Jun 19, 2020 | Behind |

Formative assessment, Data driven instruction, Student misconceptions

| Use questioning and discussion as techniques to deepen student understanding through AAI activities and share horizontally and vertically. | teachers | Feb 1, 2019 to Jun 19, 2020 | Behind |

Domain 2, Aai, Vertical and horizontal mappiping, Domain 3

| Analyze various data points (ex. NWEA, running records, ESGI, classroom visits) to identify instructional practices to address student needs | teachers administration | Nov 2, 2018 to Jun 19, 2020 | Behind |

Assessments, Data driven instruction

| Develop instructional interventions to close learning gaps and provide support in implementation. | MTSS team | Nov 2, 2018 to Jun 19, 2020 | Behind |

MTSS, Interventions

| Ensure WIDA standards are incorporated into instructional practices to develop language domains for Els. | ELPT OLCE bilingual teachers | Aug 27, 2018 to Jun 19, 2020 | Behind |

Wida, Els, Language domains

Strategy 3

If we do...	...then we see...	...which leads to...
design and examine rigorous and applicable students tasks across contents aligned to standards	students who are engaged in acquisition of skills that foster student learning	application of knowledge and skills as evident in content performance tasks.

Tags:
Rigorous tasks, Standards-based instruction, Content, Performance tasks, Student achievement, Coherence

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

Action step	Responsible	Timeframe	Status
Develop rigorous tasks (Number/Math talks, Three Acts, discussion, questioning, AAI, debate, STEM, ect,) for all students including ELs and DLs.	teachers	Nov 12, 2018 to Jun 19, 2020	Behind

Els, Dls, Rigorouse stadent task

Action step	Responsible	Timeframe	Status
Create opportunities for students to showcase knowledge and skills acquired in Fine Arts classes (performances, Reader's Theater).	Fine Arts teachers	Sep 10, 2018 to Jun 19, 2020	Behind

Fine arts, Perfromances

Action step	Responsible	Timeframe	Status
Engage students in goal setting around NWEA, reading levels, ACCESS, during student/teacher conferences.	teachers	Nov 5, 2018 to Jun 19, 2020	Behind

Data, Assessments, Goal setting

Action step	Responsible	Timeframe	Status
Ensure coherence in student tasks for all content areas within and across grade levels (horizontally and vertically).	administration teachers	Nov 2, 2018 to Jun 19, 2020	Behind

Student tasks, Vertical and horizontal mappiping

Action step	Responsible	Timeframe	Status
Analyze student work samples as a grade level to evaluate student performance, consistent grading and rigor.	teachers	Nov 2, 2018 to Jun 19, 2020	Behind

Grading, Grade level meetings, Students tasks, Rigor

Strategy 4

If we do...	...then we see...	...which leads to...
Create the conditions needed for a respectful, safe, inclusive and accepting environment	students who are invested in and have ownership of their school and life success	a supportive school community.

Tags:
Attendance, Restorative approaches, Pbis, Parent partnerships, Class management, Domain 2, Behavior management, Calm classroom, Appropriate behaviors, Proactive responses

Area(s) of focus:
5

Action step	Responsible	Timeframe	Status
Plan PBIS boot camp to occur 2-3 times throughout the year.	PBIS team staff	Aug 27, 2018 to Jun 19, 2020	Behind

Pbis, Safety and order, Proactive supports

Action step	Responsible	Timeframe	Status
PBIS team meets quarterly to identify clear disciplinary procedures for classroom/office-managed behaviors.	PBIS team administration staff	Aug 27, 2018 to Jun 19, 2020	Behind

Pbis, Proactive supports, Behavior management

Create and review school wide safety protocols for parents, teachers and students (ex. safety drills).	administration security teachers	Aug 27, 2018 to Jun 19, 2020	Behind

Parents, Safety and order, Safety drills

Implement a school wide career week with professionals to discover students' talents/ career interests (Ex. Junior Achievement, interest clubs, career/interest surveys)	College and Career Committee staff	Feb 4, 2019 to Jun 19, 2020	Behind

Student voice, College and career, Transitions

Organize university representatives to visit/field trip to expose students to college life and opportunities	College and Career Committee staff	Mar 4, 2019 to Jun 19, 2020	Behind

Student voice, College and career, T

Create bi-yearly parent classroom workshops supporting parent and student learning (ex. ESL).	teachers Parent Committee	Oct 8, 2018 to Jun 19, 2020	Behind

Pbis, Counseling, Community partnerships

Invite parents to be part of fundraising activities (etc. 5K walk, Haunted School, Lotera).	Parent Committee	Oct 15, 2018 to Jun 19, 2020	Behind

Fundraising, Parent engagement

Form a student voice committee that addresses school based issues and lead some school improvement initiatives (ex. homework policy, fundraising ideas, ect).	student council lead teachers	Oct 1, 2018 to Jun 12, 2020	Behind

Student council, Student voice committee, School based issues

Provide students with social and emotional support though counseling groups.	Counselor BPNC PBIS	Sep 17, 2018 to Jun 19, 2020	Behind

SEL, Pbis, Counseling, Community partnerships

Provided structured opportunities to build staff positive relationship and sense of community (ex. Painting on PD days, etc.).	Ensemble Committee administration Curriculum Corrdinator	Aug 27, 2018 to Jun 19, 2020	Behind

Climate and Culture, Relational trust, Staff interaction

Continue to support recess program by providing PD for recess staff, reviewing behavior expectations and lessons on social identities through CGT.	administration playworks	Aug 27, 2018 to Jun 19, 2020	Behind

Safety and order, Recess, Student interactions, Behavior expectations

Action Plan

Strategy 1

NOT STARTED

Develop UbD units for all content areas that are aligned to the CCSS, NGSS, Math, Social Studies and WIDA Standards including student misconceptions."

Aug 27, 2018 to Jun 19, 2020 - All teachers N8tls ELPT

Status history
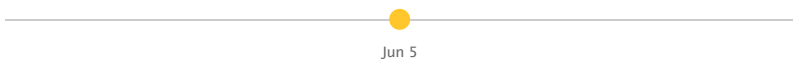
Jun 5

NOT STARTED Jun 05, 2018
Evidence

BEHIND Develop criteria to assess unit content and provide feedback on coherence across UbD Stages."

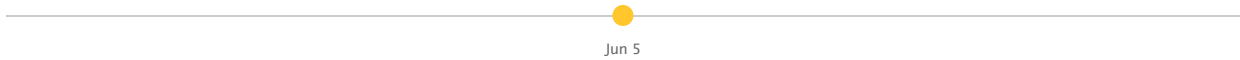Nov 02, 2018 to Jun 19, 2020 - N8tls

Status history

Jun 5

BEHIND Jun 05, 2018
Problem
Root Cause
Next steps

BEHIND Implement NGSS sample units that incorporates crosscutting concepts and Science and Engineering practices and support with instructional materials"

Sep 10, 2018 to Jun 19, 2020 - Science teachers

Status history

Jun 5

BEHIND Jun 05, 2018
Problem
Root Cause
Next steps

BEHIND Solidify scope and sequence across grade level contents and vertically during grade level meetings/professional development"

Nov 02, 2018 to Jun 19, 2020 - teachers

Status history

Jun 5
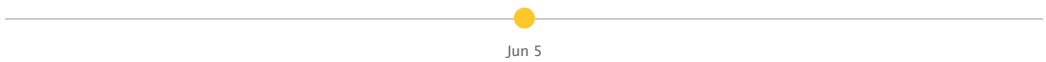
BEHIND Jun 05, 2018
Problem
Root Cause
Next steps

BEHIND Continue to develop curriculum for native language literacy and provide instructional materials to support bilingual curriculum"

Aug 27, 2018 to Jun 19, 2020 - ELPT bilingual teachers

Status history

Jun 5
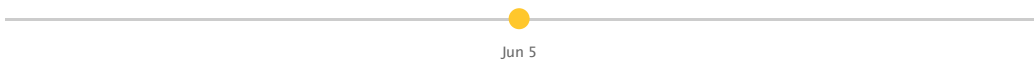
BEHIND | Jun 05, 2018
Problem
Root Cause
Next steps

BEHIND | Provide professional development on Social Studies Standards"

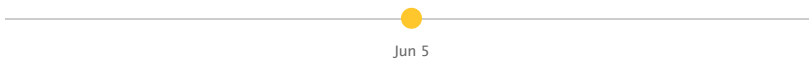Aug 27, 2018 to Jun 19, 2020 - Curriculum Corrdinator SS teachers

Status history

Jun 5
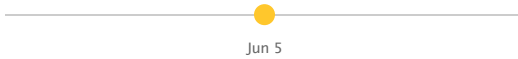
BEHIND | Jun 05, 2018
Problem
Root Cause
Next steps

BEHIND | Develop a writing curriculum that matches the CCSS and incorporate writing lessons into UbD units"

Aug 26, 2019 to Jun 19, 2020 - Curriculum Corrdinator

Status history

Jun 5

BEHIND | Jun 05, 2018
Problem
Root Cause
Next steps

BEHIND

Create and deliver professional development on the STEM/integration of math and science into units (ex. Mystery Science, Brookfield Zoo Fellows Program, Loyola Math and Science)."

Feb 01, 2019 to Jun 19, 2020 - Curriculum Corrdinator Science teachers

Status history

Jun 5
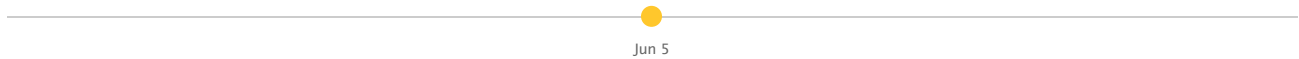
BEHIND | Jun 05, 2018
Problem
Root Cause
Next steps

BEHIND | Create or revise clear common unit assessments/scoring tools using GRASPs."

Aug 27, 2018 to Jun 19, 2020 - N8tls teachers

Status history

Jun 5

BEHIND | Jun 05, 2018
Problem
Root Cause
Next steps

BEHIND | Analyze quality of assessments and alignment with standards."
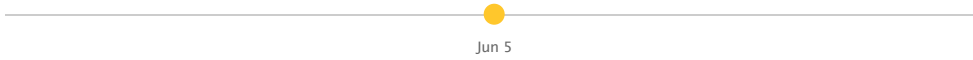
Feb 01, 2019 to Jun 19, 2020 - teachers Grade Level teams

Status history

Jun 5
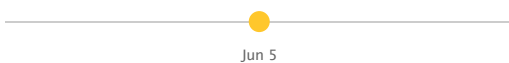
BEHIND   Jun 05, 2018
Problem
Root Cause
Next steps

BEHIND   Incorporate Agency, Authority, and Identity lessons into curriculum tailored to students' strengths, needs, and interests."

Aug 27, 2018 to Jun 19, 2020 - teachers

Status history

———————————————————●———————————————————
                                            Jun 5

BEHIND   Jun 05, 2018
Problem
Root Cause
Next steps

BEHIND   Pursue partnerships with charitable groups/outside sources for instructional materials (technology) for all content areas."

Aug 27, 2018 to Jun 19, 2020 - fundraising/grant committee

Status history

———————————————————●———————————————————
                                            Jun 5

BEHIND   Jun 05, 2018
Problem
Root Cause
Next steps

BEHIND   Support departmental programs for all content areas in 3rd/4th gr."

Aug 27, 2018 to Jun 19, 2020 - Administration

Status history

——————————————●———————————————
                        Jun 5
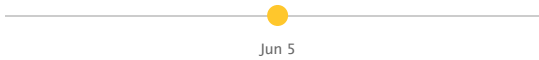
BEHIND   Jun 05, 2018
Problem
Root Cause
Next steps

BEHIND   Support learners through the development of after school programming (ex. BPNC)"

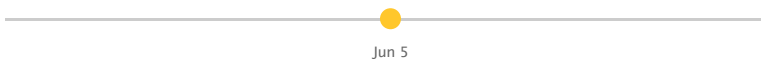Feb 01, 2019 to May 29, 2020 - Administration BPNC teachers

Status history
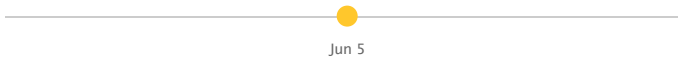
——————————————●——————————————
                        Jun 5

BEHIND   Jun 05, 2018
Problem
Root Cause
Next steps

BEHIND   Provide students with social and emotional support through SEL curriculum (ex. Second Step)"

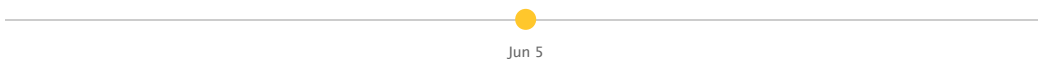Oct 08, 2018 to Jun 12, 2020 - Counselor teachers support staff

Status history

———————————————●———————————————
                        Jun 5

BEHIND	Jun 05, 2018
	Problem
	Root Cause
	Next steps

BEHIND	Create a variety of learning activities within UbD units that helps learners acquire knowledge, make meaning and transfer skills"

Aug 27, 2018 to Jun 12, 2020 - N8tls teachers

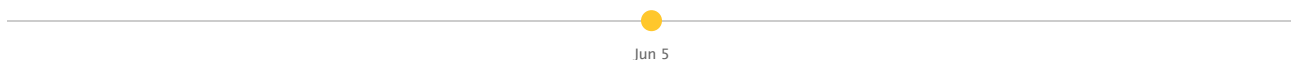## Status history

Jun 5

BEHIND	Jun 05, 2018
	Problem
	Root Cause
	Next steps

Strategy 2

BEHIND

Utilize District, Network and school based resources to provide professional development on Agency, Authority and Identity, assessments and implementation of powerful practice."

Aug 27, 2018 to Jun 19, 2020 - Administration ILT/N8tls/ELPT/ Curriculum Corrdinator
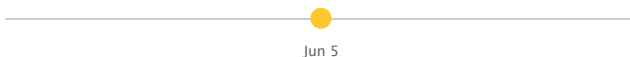
Status history

Jun 5

BEHIND	Jun 05, 2018
	Problem
	Root Cause
	Next steps

BEHIND	Integrate technology into instruction through use of IPADS, Smart board, etc."

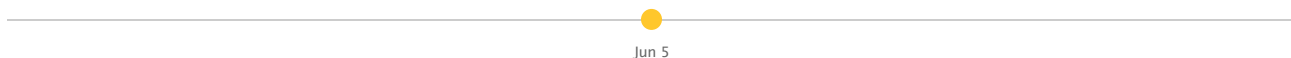Aug 27, 2018 to Jun 19, 2020 - technology committee teachers

Status history

Jun 5

BEHIND	Jun 05, 2018
	Problem
	Root Cause
	Next steps

BEHIND

Use data to engage staff in cycles of continuous learning to improve instruction for all students, including ELs and DLs (ex. Collaborative Conversations, etc)"

Aug 27, 2018 to Jun 19, 2020 - ILT teachers

Status history

Jun 5

BEHIND	Jun 05, 2018
	Problem
	Root Cause
	Next steps

| BEHIND	Continue to administer CFUs in order to analyze student progress and adjust instruction."

Oct 15, 2018 to Jun 19, 2020 - teachers

Status history

Jun 5

| BEHIND | Jun 05, 2018 |
| **Problem** |
| **Root Cause** |
| **Next steps** |

BEHIND Use questioning and discussion as techniques to deepen student understanding through AAI activities and share horizontally and vertically."
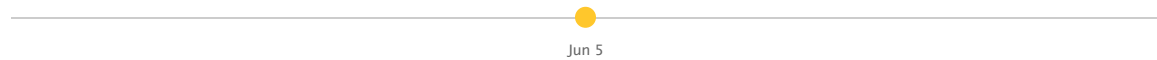
Feb 01, 2019 to Jun 19, 2020 - teachers

Status history

Jun 5
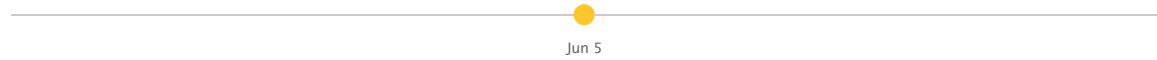
| BEHIND | Jun 05, 2018 |
| **Problem** |
| **Root Cause** |
| **Next steps** |

BEHIND Analyze various data points (ex. NWEA, running records, ESGI, classroom visits) to identify instructional practices to address student needs"
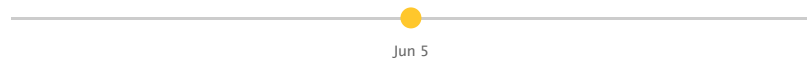
Nov 02, 2018 to Jun 19, 2020 - teachers administration

Status history

Jun 5

| BEHIND | Jun 05, 2018 |
| **Problem** |
| **Root Cause** |
| **Next steps** |

BEHIND Develop instructional interventions to close learning gaps and provide support in implementation."
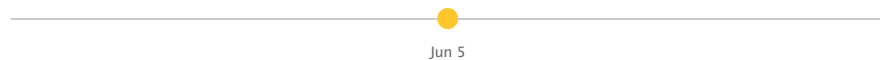
Nov 02, 2018 to Jun 19, 2020 - MTSS team

Status history

Jun 5

| BEHIND | Jun 05, 2018 |
| **Problem** |
| **Root Cause** |
| **Next steps** |

BEHIND Ensure WIDA standards are incorporated into instructional practices to develop language domains for Els."

Aug 27, 2018 to Jun 19, 2020 - ELPT OLCE bilingual teachers

Status history

Jun 5

| BEHIND | Jun 05, 2018 |
| **Problem** |
| **Root Cause** |
| **Next steps** |

Strategy 3

BEHIND

Develop rigorous tasks (Number/Math talks, Three Acts, discussion, questioning, AAI, debate, STEM, ect,) for all students including ELs and DLs."

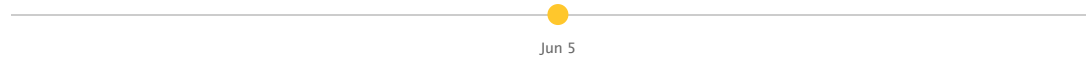Nov 12, 2018 to Jun 19, 2020 - teachers

Status history

Jun 5

BEHIND

Jun 05, 2018
Problem
Root Cause
Next steps

BEHIND

Create opportunities for students to showcase knowledge and skills acquired in Fine Arts classes (performances, Reader's Theater)."

Sep 10, 2018 to Jun 19, 2020 - Fine Arts teachers
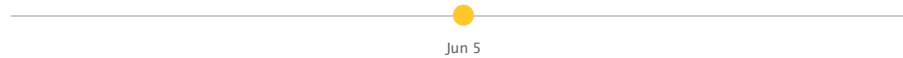
Status history

Jun 5

BEHIND

Jun 05, 2018
Problem
Root Cause
Next steps

BEHIND

Engage students in goal setting around NWEA, reading levels, ACCESS, during student/teacher conferences."

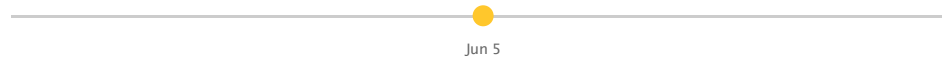Nov 05, 2018 to Jun 19, 2020 - teachers

Status history

Jun 5

BEHIND

Jun 05, 2018
Problem
Root Cause
Next steps

BEHIND

Ensure coherence in student tasks for all content areas within and across grade levels (horizontally and vertically)."

Nov 02, 2018 to Jun 19, 2020 - administration teachers
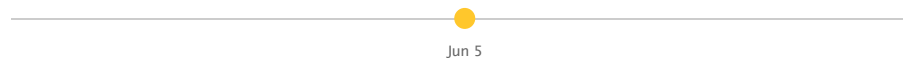
Status history

Jun 5

BEHIND

Jun 05, 2018
Problem
Root Cause
Next steps

BEHIND

Analyze student work samples as a grade level to evaluate student performance, consistent grading and rigor."

Nov 02, 2018 to Jun 19, 2020 - teachers

Status history

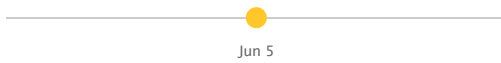Jun 5

BEHIND

Jun 05, 2018
Problem

Root Cause
Next steps

Strategy 4

BEHIND Plan PBIS boot camp to occur 2-3 times throughout the year."

Aug 27, 2018 to Jun 19, 2020 - PBIS team staff
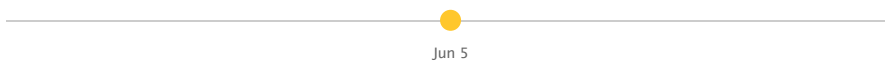
Status history

Jun 5

BEHIND Jun 05, 2018
Problem
Root Cause
Next steps

BEHIND PBIS team meets quarterly to identify clear disciplinary procedures for classroom/office-managed behaviors."

Aug 27, 2018 to Jun 19, 2020 - PBIS team administration staff
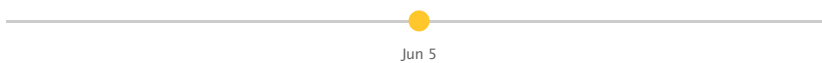
Status history

Jun 5

BEHIND Jun 05, 2018
Problem
Root Cause
Next steps

BEHIND Create and review school wide safety protocols for parents, teachers and students (ex. safety drills)."

Aug 27, 2018 to Jun 19, 2020 - administration security teachers

Status history

Jun 5

BEHIND Jun 05, 2018
Problem
Root Cause
Next steps

BEHIND
Implement a school wide career week with professionals to discover students' talents/ career interests (Ex. Junior Achievement, interest clubs, career/interest surveys)"

Feb 04, 2019 to Jun 19, 2020 - College and Career Committee staff

Status history

Jun 5
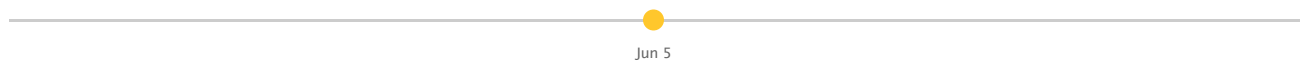
BEHIND Jun 05, 2018
Problem
Root Cause
Next steps

BEHIND Organize university representatives to visit/field trip to expose students to college life and opportunities"

Mar 04, 2019 to Jun 19, 2020 - College and Career Committee staff

Status history

BEHIND

| | Jun 5 |

BEHIND   Jun 05, 2018
Problem
Root Cause
Next steps

BEHIND   Create bi-yearly parent classroom workshops supporting parent and student learning (ex. ESL)."

Oct 08, 2018 to Jun 19, 2020 - teachers Parent Committee

Status history

| | Jun 5 |

BEHIND   Jun 05, 2018
Problem
Root Cause
Next steps

BEHIND   Invite parents to be part of fundraising activities (etc. 5K walk, Haunted School, Lotera)."

Oct 15, 2018 to Jun 19, 2020 - Parent Committee

Status history

| | Jun 5 |

BEHIND   Jun 05, 2018
Problem
Root Cause
Next steps

BEHIND

Form a student voice committee that addresses school based issues and lead some school improvement initiatives (ex. homework policy, fundraising ideas, ect)."

Oct 01, 2018 to Jun 12, 2020 - student council lead teachers

Status history

| | Jun 5 |

BEHIND   Jun 05, 2018
Problem
Root Cause
Next steps

BEHIND   Provide students with social and emotional support though counseling groups."

Sep 17, 2018 to Jun 19, 2020 - Counselor BPNC PBIS

Status history

| | Jun 5 |

BEHIND   Jun 05, 2018
Problem
Root Cause
Next steps

BEHIND   Provided structured opportunities to build staff positive relationship and sense of community (ex. Painting on PD days, etc.)."

Aug 27, 2018 to Jun 19, 2020 - Ensemble Committee administration Curriculum Cordinator

Status history

Jun 5

BEHIND	Jun 05, 2018
	Problem
	Root Cause
	Next steps

BEHIND

Continue to support recess program by providing PD for recess staff, reviewing behavior expectations and lessons on social identities through CGT."

Aug 27, 2018 to Jun 19, 2020 - administration playworks

Status history

Jun 5

BEHIND	Jun 05, 2018
	Problem
	Root Cause
	Next steps

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

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

ESSA Program

⊙ ESSA Schoolwide Program

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

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

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

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

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy   Complete

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

> The School will provide parents with the information needed to understand and develop the ESSA parent involvement plan and policy at LSC/ PAC, and BAC monthly meetings through planned questionnaires and surveys Parent Committee Leaders will participate in the development and review during CIWP writing. Parents Parent involvemnt plan and parent Compact will be posted in each office as well as our parent board.

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

> Principle Pacourek holds an annual ESSA meeting at the beginning of the school year in order to provide and explain parents of their rights and requirements in regards to funding and parent involvement. PAC and LSC meetings are held on a monthly basis in which all parents and community is invited. Our annual ESSA Meeting and our Annual Organizational meeting was held on September 28, 2017. Shields Elementary will ensure that parents receive information about parent involvement, curriculum and assessment tools through the PAC, BAC, LSC, monthly meetings, Classroom open houses, Parent Conference, monthly Principals report, Parent Portal, quarterly classroom workshops and updates on School Web Page.

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.

> Shields School will keep all agendas and minutes of meetings on file and accessible to parents. Suggestions brought to school staff or administration are included in the meeting agendas and minutes. Issues that need to be addressed immediately are brought to the attention of the PAC board.

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

> Parents will receive a written report of their child's ISAT and Access test results. Parents will also be notified by classroom teachers of their child's BOY, MOY, EOY and NWEA results

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.

> CPS has a process by which to notify parents of those teachers who, per ISBE are deemed " not highly qualified". These letters are distributed to the parents whose children are effected.

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 will host open houses at the beginning of each school year in order to communicate with parents 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. All parents will receive a Shields Handbook that will include the academic expectations, standards, assessments and monitoring during the school year.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

> Classroom teachers will conduct parent classroom workshops, at least quarterly, that highlight strategies and practices that parents can use to support the classroom instruction.. Teachers meet twice yearly with parents to discuss their child's academic progress and ways to assist them with academics. The School provides parent workshops on topics identified by parent committees in a workshop setting, BAC and/or PAC meetings. The school will also provide activities for parents to engage in learning that will lead to obtaining knowledge and understanding of the learning in the classroom. (Field Trips and Workshops)

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.

Teachers conduct classroom parent workshops at least quarterly. Our Parent Mentor Program provides opportunity for parents to volunteer in classrooms as support personnel and partners. We also encourage parent to volunteer using the CPS Level II Volunteer program. Teachers and staff members contribute to the training at BAC and PAC meetings. The school participates in the Network parent involvement activities. The school has a staff Parent and community involvement committee that works to provide opportunities for parent involvement.

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.

The school hosts the Network and Area Head Start meetings, holds monthly Head Start Family Nights which are educational and interactive. Our Head Start parents are encouraged to volunteer in their child's classroom and meet all guidelines for volunteering.

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.

All school communications -newletters,notes, postings, robo calls - are provided in native language and English. There is a list of building translators posted in each office to ensure that parents understand communications, and translators provide native language support at all schoool assemblies, meetings, conferences, and performances.

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.)

All students, including ELs and DLs, will be provided with an equitable, high quality, CCSS aligned curriculum and instruction by educators that are highly qualified.All staff maintains high expectation for student learning and differentiates instruction to meet all student needs.

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.

Teachers meet with parents twice a year to discuss the report and academic performance, invite parents to the fall open houses, and conduct regular parent workshops. Dates for the 2018-19 parent conferences are:November 14, 2018- April 10, 2019

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

Parents will receive 4 progress reports per year and 4 report cards. In addition, teachers will regularly communicate progress through daily/weekly reports and the student planner. Progress report dates are: October 5,2018, December 14, 2018, March 8, 2019, May 1, 2019

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

Teachers are available daily to parents by appointment - before, after or during prep time. Teachers can be reached by phone, messaging, parent portal, and email. Administration maintains an open door policy and is available to parents at all times.

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

Parents are always welcome in our school. There are many opportunities to volunteer for class projects, school fundraising, school performances, Field Trips, and classroom mentoring, CPS volunteer program, parent ambassadors, recess program.

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

Parents are encouraged to sign up for Parent Portal and we have developed a system to assist with this sign up. Parents communicate regularly with teachers and administration in the monitoring of on-track data, especially attendance.

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

Parents complete the 5 Essentials Survey yearly to provide feedback on their child's education, the school's culture and climate. . Parents will also participate in the schools CIWP planning.

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).

Teachers engage student in goal setting after fall testing. Attendance, academic goals and personal goals are included in the goals.

Parent Budget   Complete

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

Our goal is to provide parents with activities that will provide them with knowledge needed to support their students with the learning within the classrooms and how they can use it to further to support their students at home as well as collaborate, with teachers to obtain resources and additional knowledge if needed. Topics will be focused on supporting students in content areas. Timeline goals are 2016-2017

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.	$ 1119 .00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 600 .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.	$ 2300 .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.	$ 300 .00

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

$ 0 .00

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

$ 0 .00

53306 **Software**
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.

$ 1200 .00