



Charles Kozminski Elementary Community Academy / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
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03/14/2018	Glover, Beavers, Hameed, Sykes	What is the CIWP, Timeline, Process
03/16/2018	Glover, Olson	Goal Setting
03/21/2018	Glover, Beavers, Hameed, Sykes, Olson, Tate	Strategies
03/21/2018	Glover, Beavers, Hameed, Olson, Jacobs	Framework and Goal Setting
04/03/2018	Glover, Beavers, Hammed, Olson, Davis	Framework Priorities
04/10/2018	Glover, Beavers, Hammed, Olson, Davis ,Sykes	Action Steps
04/17/2018	Glover, Beavers, Hammed, Olson, Davis ,Sykes	Action Steps
04/24/2018	Glover, Beavers, Hammed, Olson, Davis ,Sykes	Action Steps
05/02/2018	Glover, Beavers, Hammed, Davis, manning	Action Steps
05/08/2018	Glover, Beavers, Lewis, Parham	LSC Presentation

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

1 **2** 3 4

The CIWP team conducted survey of school stakeholders, which sought to evaluate several aspects of the school mission and vision statements. By averaging the scaled scores we received, and reflecting on anecdotal information and perceptions of school leadership, the CIWP team determined that a rating of "2" would be appropriate. There are structures and systems for teaming through the ILT, Teacher Teams, and Special Events teams however, inconsistencies in levels of commitment prevents this category from having consistent impact on student and school success. Work is needed to mobilize all stakeholders to lead and own the work of moving the school forward. For the 2018-2020 the vision and mission of Kozminski will be rewritten to accompany current goals and strategies for achieving the goals.

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:

Score

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

1 **2** 3 4

The CIWP team conducted a survey of school stakeholders, which sought to evaluate the perceptions of the Instructional Leadership Team. By averaging the scaled scores we received and reviewing artifacts, ie Core Values and Mission Vision, Professional Learning to help define and level the work of the ILT, the CIWP team determined that a rating of "2" would be appropriate. The ILT is formed with diverse members of the school community, engages in improvement cycles with timely and relevant data and has a regular meeting schedule. The ILT needs to improve its use of protocols to structure data analysis and improve the capacity of ILT members to lead teacher teams in problem solving focused on student learning and cycles of professional learning. .

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

The CIWP team conducted a survey of school stakeholders, which sought to evaluate the effectiveness of professional learning at Kozminski. We have provided whole staff PD, content area pd, common planning time by grade bands, and differentiated professional learning by grade band. By averaging the scaled scores we received and considering anecdotal experiences at school based PDs, internal support, and "safe practice", the CIWP team determined a rating of "3" would be appropriate for this priority area. The staff is engages in multiple year PD for math and literacy. We need to continuously build the capacity of teacher leaders to be able to provide teach back learning opportunities for staff.

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	✓ SQR 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	8.2. Observes and Evaluates Staff and Gives Feedback to Staff 8.6. 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

Instructional resources (text books, supplemental learning materials and manipulatives) are present in every grade level for each content area. Funds are allocated for extended day pay for teachers to learn content and plan instruction. Common planning time is built into the schedule for horizontal planning but we have a need to create vertical alignment in the schedule. The schedule reflects intervention blocks for additional student support. Technology resources are purchased to aide learning. The following partnerships Common Threads, HPAC, Open Lands, NSP/U of C, NFL Play 60, Urban Initiatives, Illinois College of Princeton Eye Vision, Topical Optical Optometry, Bright Star, AFHL, Second Step, 6 to 16 Success, Calm Classroom, STEM, Something to Build Upon, Metro Squash, American Heart Association, Christie Webber, Hilton Hotel, DePaul, Chicago State, 21st Century, Art Should, Purified Dance, and the Museum of Science and Industry.

Communication of school expectations are communicated via morning and afternoon announcements on the PA, Grade Level Meetings, staff emails, and newsletters. By averaging the scaled scores we received and considering known scheduling, and budgetary concerns, the CIWP team determined a rating of "3" would be appropriate for this priority area.

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
Measures	✓ Evidence of effectiveness of the services that community-based organizations provide
	✓ Budget analysis and CIWP
	✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ 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 Toolkit: 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**

The CIWP team surveyed an array of school stakeholders, which specifically sought to collect data on their impression of teachers usage of pacing guides, thematic units, and curriculum maps. Based on the response data, the CIWP team believes a "3" is the appropriate rating for this priority area. The Common Core and Next Generation Science Standards approach to instruction at Kozminski insures that every student receives rigorous, high quality instruction. Teacher teams engage in instructional planning, using the district wide content framework as a guide to sequence learning in each grade level.

Every teacher develops biweekly lesson plans, based on established curriculum maps, and pacing guides. Teachers regularly utilize performance assessments to monitor student's content mastery.

Teachers at Kozminski understand that differentiation is essential to student success, thus our curriculum selection reflects this approach to instruction.

Collaborative Literacy
Unique Learning System for Diverse Learners
Pearson Realize
Envision Math (K-8)
Novels
Reading A-Z
Think Through Math
Stride Academy
Foss Science
SEPUP
STC
Scholastic News
National Geographic Science
NewsELA
Leveled Readers

This information combined with the data from a CIWP survey of school stakeholders, which sought to collect data on their impression of teacher's usage of pacing guides, thematic units and curriculum maps, leads our team to access this framework area a rating of 4.

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

The CIWP team surveyed an array of school stakeholders, on their ability to access a variety of text and supplemental materials, and their impressions of the usage of differentiation and scaffolding in classrooms other than their own. The team also took account of the resources available to students and staff:

Integrated technology: Stride Academy, Pearson Realize, Think Through Math
 Classroom technology: Desktops, laptops, chromebooks, Ipads, projectors, document cameras
 Primary: Collaborative Classroom, Envision, Haggerty
 Intermediate: Envision, Collaborative Classroom, SEPUP, Foss, STC
 Middle School: Envision, My Perspectives, SEPUP

Based on the data collected and information shared within the CIWP team, it was determined that a rating of a "3" was appropriate for this priority area.

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	✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction
	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1.a. Demonstrating Knowledge of Content and Pedagogy
	1.b. Demonstrating Knowledge of Students
	1.c. Selecting Learning Objectives
	1.d. 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	
✓ UCA PD Modules	
✓ CPS Integrated Library System (S.O.A.R.)	

Rigorous Student Tasks:

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

Score

1 2 3 4

The CIWP team surveyed an array of school stakeholders on the quality of student work and the occurrences of learning in the school. We found that:

- Students are leading work in math classrooms
- Differentiated instruction is occurring school wide
- Student work is being analyzed during ILT meetings
- MARS Tasks are issued to students before and after units are taught
- Performance Tasks
- Inquiry Based science curriculum

The CIWP team combined this data with a reflection on student work. With this understanding the team determined the rating of "2" was appropriate for this priority area.

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	✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	1.d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	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: Steps
✓	Sieve 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

Score

1 2 **3** 4

and the world around them change. This vision sees students as the architects of their own lives.(adapted from Creating Pathways to Success, Ontario)

The CIWP team conducted a survey of school stakeholders, which sought to evaluate the utilization of school resources. Kozminski has partnered with the following organizations UIC, Golden Apple Stem, Common Threads, HPAC, Open Lands, Knock at Midnight, Columbia College Science Department, NSP/U of C, NFL Play 60, Urban Initiatives, Illinois College of Princeton Eye Vision, Topical Optical Optometry, Bright Star, AFHL, Second Step, 6 to 16 Success, Metro Squash, Christie Webber, Hilton Hotel, DePaul, Chicago State, 21st Century, Art Should, and the Museum of Science and Industry, Kohl's Children's Museum.

Signage representing college and career options line the school stairs. All Middle School students are enrolled in a biweekly college and career course.

Resources are distributed fairly, among all staff while the funding decisions are made based upon the needs of students and school that is aligned with the CIWP. Communication of school expectations are communicated via morning and afternoon announcements on the PA, Grade Level Meetings, staff emails, and newsletters.

By averaging the scaled scores we received and considering known scheduling, and budgetary concerns, the CIWP team determined a rating of "3" would be appropriate for this priority area.

Guide for Transitions, College & Career Access & Persistence

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Data on college visits and college fair information ✓ Nivariance Monthly Data ✓ Scholarships earned ✓ Activities, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	- Ambitious Instruction - Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for	C1. Create a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Everything College ✓ CPS Ambition Framework ✓ Preventing college plans from melting away ✓ To & Through Project ✓ Redefining College & Career Readiness ✓ College Scorecard	✓ CPS College Persistence Toolkit ✓ Identifying Linkages Between Summer Programs, Schools, and Community ✓ From HS to the Future (CCBP, 2006)

CPS SCHOOL EXCELLENCE FRAMEWORK 17

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

Score

1 2 **3** 4

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.

Teachers have integrated methods, projects and data into their curriculum in order to probe student thinking and serve to extend understanding, including:

Math Talk
 Small Group Instruction
 Progress monitoring through MAP skills and Stride Academy
 NWEA Data Informed Instruction
 TRC/DIBels Informed Instruction
 Black History Bowl
 Black History Assembly
 Science Fair
 Kuumba Link Poetry Competition
 Small Bites
 "March for Our Lives" Day of Action Against Gun Violence in Schools
 Spelling Bee

The CIWP team conducted a survey of school stakeholders, which sought to collect data on the usage of complex tasks. Based on the data collected the CIWP team determined that a rating of "3" was appropriate for this priority area.

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	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
	82. 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

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

Places where the depth and breath of student learning are being assessed, as well as college and career readiness, include:

NWEA: MAPS skills data used to guide MTSS, BOY-EOY Assessment, Survey Assessment
 WIDA Screener
 Stride Academy PMA
 MARS Task
 Math Talks
 Think Through Math Monitoring
 Classwork and Homework
 Lesson Plans reflecting Common Core and District Standards
 College and Career Class

The CIWP team conducted a survey of school stakeholders, to provide an understanding a grading policy compliance, and the presence of assessment in lesson plans. Based on the data received, the CIWP team determined that a rating of "3" would be most appropriate in this subject area.

Guide for Balanced Assessment & Grading

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
Measures	✓ Grade distribution reports (course success rates)
	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1.c. Selecting Learning Objectives
	1.e. Designing Student Assessment
	3.d. Using Assessment in Instruction
	4.a. Reflecting on Teaching & Learning
	4.b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	81. 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

Academic Supports include:

- Nearly all students are in a full or partial inclusion which includes most or all classes with classroom teachers.
- Small group instruction based on NWEA/MAP Skills data.
- Stride academy and other academic enrichment programs that give students increased levels of difficulty based on progress.
- Referral to MAPS Skills after school program
- Inclusion support

SEL supports include:

- Tier 1: Calm Classroom, Restorative Practices, Classroom Structures/Incentives(jobs, rules, etc), Class Dojo, Second Step
- Tier 2: Peace Room, Umojaa Mentoring, Girls Mentoring
- Tier 3: SASS, Brightstar Trauma Counseling, H.E.L.P., Check In/Check Out, Two by Two Program

Attendance

- Tier 1: Teacher practices, Daily attendance praise via PA, 5/10 day notices
- Tier 2: Phone calls home, Nudge letters, Attendance check in
- Tier 3: Attendance check in, Parent conference, Contracts

The CIWP team conducted a survey of school stakeholders, which sought to bring clarity to how teachers are progress monitoring, applying interventions and using student data to inform instructional decisions. After reviewing this data, the CIWP team determined that a rating of "3" would be most appropriate in this priority area.

Guide for Multi-Tiered System of Supports

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

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 **3** 4

The CIWP team reviewed the occurrence of the following:

Semesterly Awards Ceremony
 Student of the Month
 School Bulletins
 Monthly Attendance Incentives (trips, game truck, raffles etc)
 Daily Attendance Recognition
 Calm Classroom
 Second Step Implementation
 Class Dojo

at Kozminski and their value the school community. Additionally, data from the My Voice, My School Survey was also considered. After carefully evaluating this information, the CIWP team determined a rating of "3" would be most appropriate for this priority area.

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 ✓ S/GRP 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 Competencies Guide p. 50 ✓ Social Emotional Learning Supports (cps.edu/sel) ✓ ASCA Mindsets & Behaviors	

Relational Trust:

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

Score

1 2 **3** 4

The CIWP team conducted a survey, which asked stakeholders about their peer to peer interactions in the school building. We combined this information with the presence of the following building norms:

Staff Social Committee
Math Teacher Leadership Committee
Instructional Rounds
Problem of Practice
Grade Level Team Meeting
Mentor Teachers
Peace Room
Teacher/Staff led committees and teams.

This data was combined with the results of the My Voice My School Survey. After evaluating this information, the CIWP team determined a rating of "3" would be most appropriate for this priority area.

Guide for Relational Trust

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

Score

1 2 **3** 4

The CIWP team reviewed Kozminski offering of extracurricular activities, which include:

Garden Club
Boys Basketball
Girls Track
Boys Track
Girls Volleyball
Girl Scouts
Wrestling
21st Century
Metrosquash
Dance
Karate
Visual Art: Art Should, HPAC, Curriculum
Common Threads World Cuisine
Project Syncere
Beta Club
Boys Soccer
Girls Soccer
Peer Conference
Black History Assembly/Bowl/Black History Bowl
Science Fair
Kuumba Link Poetry Competition
Small Bites
"March for Our Lives" Day of Action Against Gun Violence in Schools
Spelling Bee

Students are periodically surveyed to identify their interests for after school and specials programming. Additionally, data from the My Voice, My School Survey was also considered. After carefully evaluating this information, the CIWP team determined a rating of "3" would be most appropriate for this priority area.

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 culture**
 - 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	• MYMS 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 2c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D2. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HS Standards

Safety & Order:

Score

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.

1 2 **3** 4

School bells rings before and after school signaling the start of a transition. Doors are numbers with door one and door two being designated for general entry and exit. School grounds are monitored by video surveillance. All visitors are required to sign- in with security prior to approaching the Main Office. Students are required to walk in the halls with a hall pass. Fire drill protocol and exit plans are posted in rooms. Lockdown protocols are posted in rooms. Shelter in place protocols are posted in rooms.

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

Restorative Approaches to Discipline:

Score

1 2 **3** 4

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

Kozminski utilizes the following programs and practices:

- Second Step
- Calm Classroom
- Peer Conference
- Conferencing: Student/Student Student/Teacher Student/Admin
- Check In/ Check Out
- Counseling services from two in house providers in addition to school counselor
- Mentoring provided by Umoja Corporation
- Trauma Counseling provided by Brightstar
- Lunch/Recess Detention
- After School Detention
- In School Suspension
- Out of School Suspension

After carefully evaluating this information, the CIWP team determined a rating of "3" would be most appropriate for this priority area.

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)
Measures	✓ My Voice, My School survey responses
Five Essentials	✓ Five Essentials – Supportive Environment
MTSS Framework	Supportive Environment
CPS Framework for Teaching	Curriculum & Instruction, Family & Community Engagement 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.

Kozminski has a parent friendly environment with the following established parent/community activities :

1. A scheduling policy that allows parents to meet with the principal regarding any and all issues or concerns.
2. Open House
3. Hosting Family Reading Day
4. Hosting Family Science Night
5. Parent Meetings for 8th grade activities
6. Communication with parents &/or community via email, monthly calendars, robo call and Class Dojo with school activities
7. We collect parent surveys to assess the events effectiveness.
8. We offer parent volunteer opportunities and are always asking for more assistance in volunteer capacities.

After carefully evaluating this information, the CIWP team determined a rating of "3" would be most appropriate for this priority area.

Guide for Parent and Family Partnership

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of communication methods and content
	✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
	✓ Outreach efforts
	✓ Documentation of responsiveness to Parent Support Center concerns raised
	✓ Event agendas, flyers
	✓ Fundraising activities and amounts (if applicable)
Measures	✓ How does the school honor and reflect the diversity of families including language and culture?
	✓ Five Essentials Score – Involved Families
Five Essentials	✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
	Involved Families
MTSS Framework	Family & Community Engagement
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engage Families
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	Parent Support Centers
✓	Parent University
✓	Parent Portal

School Excellence Framework Priorities

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

Goals

Required metrics (Elementary)

2 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					
The data regression in reading percentile growth shown between SY1617 and SY 1718 was proceeded by transition amongst the instructional staff that resulted in teacher vacancies in the English Language Arts classrooms in the intermediate and upper grades. During this period grades K - 5 also transitioned to the Collaborative Literacy Curriculum. The CIWP team based its SQRP projections on each grade bands (K-2, 3-5, 6-8) average of NWEA student growth norms.	85.00	50.00	51.00	60.00	70.00
National School Growth Percentile - Math					
The increase in student math achievement is the result of continual teacher professional development through a partnership with the University of Chicago, cycles of collaborative learning amongst math teachers, a four commitment to using the Envision math curriculum, supported by investments in technology, learning software and targeted after-school instruction. The CIWP team based its SQRP projections on each grade bands (K-2, 3-5, 6-8) average of NWEA student growth norms and the trends in the data observed by the Instructional Leadership Team.	35.00	55.00	59.00	62.50	70.00
% of Students Meeting/Exceeding National Ave Growth Norms					
(Blank)	57.70	54.00	(Blank)	57.00	60.00
African-American Growth Percentile - Reading					
(Blank)	83.00	50.00	51.00	62.50	70.00
Hispanic Growth Percentile - Reading					
N/A	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
English Learner Growth Percentile - Reading					
N/A	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
Diverse Learner Growth Percentile - Reading					
(Blank)	10.00	(Blank)	49.00	(Blank)	(Blank)
African-American Growth Percentile - Math					
(Blank)	35.00	55.00	60.00	(Blank)	(Blank)
Hispanic Growth Percentile - Math					
N/A	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
English Learner Growth Percentile - Math					
N/A	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
Diverse Learner Growth Percentile - Math					

(Blank)	(Blank)	(Blank)	73.00	(Blank)	(Blank)
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National School Attainment Percentile - Reading (Grades 3-8)

(Blank)	46.00	43.00	53.00	56.50	70.00
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National School Attainment Percentile - Math (Grades 3-8)

(Blank)	22.00	28.00	45.00	34.00	40.00
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National School Attainment Percentile - Reading (Grade 2)

(Blank)	19.00	4.00	39.00	22.00	40.00
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National School Attainment Percentile - Math (Grade 2)

(Blank)	16.00	33.00	29.00	36.50	40.00
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% of Students Making Sufficient Annual Progress on ACCESS

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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Average Daily Attendance Rate

(Blank)	94.70	94.60	96.50	94.80	95.00
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My Voice, My School 5 Essentials Survey

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

6 of 6 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
OSS per 100 (all students)					
The number of out-of-school suspensions per 100 students shows the number of reported incidents that result in a OSS for every 100 students at the school. This helps account for schools of different sizes when considering how frequently students are suspended, and makes it possible to make school level comparisons. The rate is calculated by taking the number of incidents that result in an out-of-school suspension and dividing it by the total number of enrolled students and then multiplying that figure by 100. The goal is to reduce this metric by at least 7% annually for SY18-20.	8.78	8.20	8.36	7.78	7.23
OSS per 100 (Diverse Learners students only)					
The number of out-of-school suspensions per 100 students for diverse learners shows the number of reported incidents for diverse learners that result in a OSS for every 100 diverse learners at the school. This helps account for schools of different sizes when considering how frequently diverse learners are suspended, and makes it possible to make school level comparisons of diverse learner suspension rates. The rate is calculated by taking the number of incidents that result in an out-of-school suspension for diverse learners and dividing it by the total number of enrolled diverse learners and then multiplying that figure by 100. The goal is to reduce this metric by at least 14% annually for SY18-20.	2.39	8.50	8.84	7.60	6.54

OSS per 100 (African American students only)					
The number of out-of-school suspensions per 100 students for African American shows the number of reported incidents for African American that result in a OSS for every 100 students at the school. This helps account for schools of different sizes when considering how frequently students are suspended, and makes it possible to make school level comparisons. The rate is calculated by taking the number of incidents that result in an out-of-school suspension for diverse learners and dividing it by the total number of enrolled African American students and then multiplying that figure by 100. The goal is to reduce this metric by at least 7% annually for SY18-20.	9.04	8.60	8.77	8.16	7.59
% of Group 3 Misconducts Routed to OSS					
This metric indicates the number of times (reported as a percent) a school assigns an out-of-school suspension to a student for their involvement in a Group 3 incident from the Student Code of Conduct. Whenever possible, interventions and consequences that do not exclude the student from their regular educational schedule should be attempted. The rate is calculated by taking the number of Group 3 incidents that result in an out-of-school suspension and dividing it by the total number of Group 3 incidents and then multiplying that figure by 100. The goal is reduce this metric by at least 60% for SY18-19 and another 40% for SY19-20.	17.48	37.50	39.00	15.60	6.24
Serious Misconducts (Group 4-6) per 100					
The number of serious misconducts per 100 students shows the number of reported SCC Group 4, 5, or 6 incidents reported for every 100 students at the school. This helps account for schools of different sizes when considering how frequently serious misconducts occur at the school, and makes it possible to make school level comparisons. This can be one indicator of how well schools are implementing social and emotional learning curriculum and integrating SEL into core academic instruction. Misconducts classified as Groups 4-6 include moderate, serious, or illegal behaviors. The rate is calculated by taking the number of Group 4, 5, and 6 misconduct codes assigned to students and dividing it by the total number of enrolled students and then multiplying that figure by 100. NOTE: This number may be higher than anticipated as sometimes multiple Group 4, 5, and 6 violations of the Student Code of Conduct may be assigned to a signal incident. The goal is to reduce this metric by at least 10% annually for SY18-20.	2.56	1.95	2.15	1.93	1.74
3-8 On Track					
To ensure students are prepared to succeed in high school, Network 9's goal is for each elementary school to increase their 3-8 On Track Rate 30% to the 2020 SY.	(Blank)	60.00	66.00	73.00	73.00

Strategies

Strategy 1

If we do...

Collectively create a shared vision of success in a safe and supportive learning environment that promotes high achievement for all students and communicated by the entire school community

...then we see...

Teachers and staff setting high achievement goals for themselves and students, teachers and staff leading and engaging in professional learning cycles that include peer coaching, feedback cycles, and collaborative planning

...which leads to...

Faculty and staff ownership in improving instructional outcomes and practices that are vertically aligned across grade levels, and systems of support for all students which will result in a 10% increase in student achievement on the NWEA in math and reading in year 1 and an additional 10% increase in both math and reading in year 2, as

well as a 5% improvement in the relational trust indicators on the 5 Essential Survey in year 1 and a 10% increase in relational trust, and safety indicators in year 2

Tags:

ILT, Leadership, Collaboration, School culture climate, Relational trust, Team

Area(s) of focus:

1, 2

Action step	Responsible	Timeframe	Status
Create a new shared vision and mission that is lived throughout every aspect of the school	ILT, Teachers, Parents, Students	Jun 25, 2018 to Jul 23, 2018	Completed
ILT, Academics, Scheduling, Shared leadership, Benchmark progress monitoring, Calendar of assessments			
Define mission and vision to derive shared meanings for all stakeholders to understand	ILT, Teachers	Aug 27, 2018 to Aug 31, 2018	Completed
ILT, Communication, Shared leadership, Instructional			
Teach mission and vision to all students	Teachers	Sep 4, 2018 to Sep 7, 2018	Not started
ILT, Focused instruction, Instructional			
Create Common planning time vertical and horizontal (Grade Level and Content) in Master Schedule	ILT, Administration	Jun 25, 2018 to Jun 29, 2018	Completed
Grade level meetings, Vertical aligned, Content area meeting, Planning for instruction, Horizontal alignment			
Create Professional Development Calendar for the 2018-2019 School Year that include teacher led opportunities	ILT, Administration	Jun 25, 2018 to Jun 29, 2018	Not started
Professional development			
Schedule and implement cycles of professional collaboration around specific areas of instructional priorities	ILT	Jun 25, 2018 to Jun 29, 2018	Completed
Scheduling, Collaboration, Instruction priorities, Teacher collaboration			
Create Action Plan for 5 Essentials review that includes quarterly benchmarks	ILT, Admin	Jul 9, 2018 to Aug 31, 2018	Completed
5 essentials, Benchmarks			
Establish a staff led MTSS team to support students in academic and behavior interventions	MTSS Team	Sep 11, 2018 to Jun 14, 2019	On-Track
Attendance, Intervention			
Establish a staff led attendance team to develop targeted attendance interventions for students falling below the 95% attendance threshold	Attendance Team	Sep 11, 2018 to Jun 14, 2019	On-Track
Behavior, Monitor, Student code of conduct			
Maintain restorative practices interventions (conversations, check in/out, peer conference, calm classroom) as an overlay for tier one and two behavior supports	Culture and Climate Team	Sep 11, 2018 to Jun 14, 2019	On-Track

Behavior, Monitor, Peer jury, Restorative practices, Student code of conduct, Checkin check out, Calm classroom

Reduce the use of traditional disciplinary interventions (detention, In school suspension, out of school suspensions) by 10% each academic quarter from the previous school year	Culture and Climate Team	Sep 11, 2018 to Jun 14, 2019	On-Track
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Discipline, Suspension

Engage in listening and speaking tours to communicate and obtain feedback on the implementation of the vision and mission	Principal Led	Aug 27, 2018 to Jun 14, 2019	Behind
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Strategy 2

If we do...

Use authentic rigorous tasks during instruction, based on Webb's Depth of Knowledge, that engages students cognitively and challenges them to think critically and grapple with ideas regularly throughout lessons

...then we see...

teachers and school leaders collaborate in identifying gaps in student understanding through data interpretation and problem analysis, that will be addressed through small group instruction, pacing, professional development, collaborative practice, and the development of supplemental support programs

...which leads to...

A 10% increase in student achievement on the NWEA math and reading in year 1 and an additional 10% increase in year 2, as well as a 5% improvement in the relational trust indicators on the 5 Essential Survey in year 1 and a 10% increase in relational trust indicators in year 2.

Tags:

Rigorous tasks, Collaboration, Leadership and collective responsibility, Relational trust

Area(s) of focus:

1, 2, 4

Action step	Responsible	Timeframe	Status
Professional Development on Task Analysis using Webb's Depth of Knowledge	ILT	Nov 2, 2018 to Nov 2, 2018	On-Track

Depth of knowledge

Engage in book study and professional readings on rigor	Teacher Team	Aug 27, 2018 to Jun 18, 2019	On-Track
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Teacher Teams/Collaboration, Meeting agendas

Staff will engage in quarterly Problem of Practice sessions for grade level teachers.	ILT, Grade Level Teams	Nov 2, 2018 to Jun 29, 2019	On-Track
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Professional Learning

Purchase supplemental materials to support ELA instruction, text sets.	Administration, LE Teacher Leaders	Nov 2, 2018 to Dec 21, 2018	Not started
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Curriculum, Ccss, Dok, Tasks

Provide professional development on curricula materials that support the school increased focus on tasks	Administration, ILT	Aug 27, 2018 to Aug 31, 2018	Completed
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Professional development

Provide vertical team meeting time to collectively review, score and plan around submitted student work samples	Administration	Sep 10, 2018 to Jun 18, 2019	On-Track
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Vertical aligned, Collaboration

Dedicate one grade level team meeting monthly to working collaboratively to review student work using a specific protocol determined by the ILT	Grade level team, ILT	Sep 10, 2018 to Jun 18, 2019	Completed
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ILT, Grade level meetings, Collaboration

Deepen understanding of REACH domains, components, and elements to improve instructional practices	ILT, Teachers, Admin	Nov 2, 2018 to Jun 29, 2019	Not started
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Professional Learning, Reach

Strategy 3

If we do...

Allow parents the opportunity to feel the effects of a welcoming environment that encourages participation in authentic activities, engage parents in workshops that inform and support knowledge growth of their children's learning

...then we see...

Authentic partnerships between the school and community that promotes learning and will result in more parental involvement with student programs.

...which leads to...

Achieving a target of 50 families attending school sponsored events, full membership on LSC and PAC, an increase by 10% in parental involvement and a communicated awareness of volunteer opportunities, school operations, and instructional programs which will result in a highly functional community partnership between parents and our school.

Tags:

Parent engagement, Parent involvement, Student voice, Student achievement, Community partnerships, Student accountability, Student commitment, Parent communication, Student attendance, Student behavior

Area(s) of focus:

2, 3

Action step	Responsible	Timeframe	Status
Plan and host a back to school night/fair	PAC, LSC, Administration, Teachers, Parents	Aug 23, 2018 to Jun 21, 2019	Completed

Parent engagement, Relational trust

Plan and execute monthly family engagement conversations (Ex. Coffee and Chat, Talking Circles, Use of Vent and Invent Protocol)	Admin, PAC	Aug 23, 2018 to Jun 12, 2019	Not started
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Parent engagement

Support admin and ILT in the interview process for new personnel	Admin, Teachers, Parents	Jun 25, 2018 to Aug 24, 2018	Not started
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Interview

Plan and execute literacy, math, and science content area nights once per quarter	Grade Level Team, Parents	Sep 11, 2018 to May 28, 2019	Not started
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Literacy/Reading, Math, Science, Content areas

Provide parent volunteer opportunities in both instructional and operation capacities (Ex. Reading to Students, Parent Mentor Day, Bulletin Boards)	Grade Level Team, Culture Climate Team, Administration	Sep 11, 2018 to May 31, 2019	Not started
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Volunteer, Instructional, Operations

Develop perimeter partners to market the school, programs and activities	Administration	Jul 2, 2018 to Aug 24, 2018	Not started
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Communication, Marketing, Visibility, Change

Conduct monthly parent surveys to seek feedback via Blackboard Connect (1-2 questions)	Administration, ILT	Jul 1, 2018 to Jun 14, 2019	Not started
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Feedback

Modes of regular communication: Parent Board, Class Dojo, Marquee, Newsletter, Voice & Text Messaging, Website, email	Administration	Sep 4, 2018 to Jun 21, 2019	Not started
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Communication, Collaboration, Messages

Engage a core group of moms in social platforms	parents, admin	Oct 6, 2018 to Oct 16, 2018	Not started
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Parent engagement

Parents lead school activities and programs for students and the school	Admin, Parents	select	Not started
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Leadership, Parent engagement, Parent involvement

Involve parents in the development of school policies and procedures	Admin, Parents, Teachers	Jul 2, 2018 to Jun 21, 2019	Not started
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Identify a room for parents to meet, plan activities, and support the work of the school	Parents, Admin	select	Not started
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Strategy 4

If we do...

Establish trusting relationships among faculty, administration, students and parents and engage in conversations when breakdowns in emotional safety occur

...then we see...

Trust among students, faculty, administration, and parents that enhances learning and overall achievement within our school culture. Genuine relationships that enhance the ability to trust one another's motives and intentions of the heart. Faculty and staff will have confidence that colleagues will do their jobs and will take the time to help each other and anything less than this will be communicated to one another.

...which leads to...

An improved climate where staff members feel free to concentrate on helping students learn and thrive academically, behaviorally, and socio-emotionally, which result in improvement in student achievement. We will see increase in school pride, increased 5 essential ratings, increased attendance percentage to above 95% and reduced disciplined infractions in groups 1-3.

Tags:
Trust, Collaboration

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

Action step	Responsible	Timeframe	Status
Explore teacher and staff belief systems to reveal personal truths in order to establish core beliefs for our school	Admin	select	Not started

Collaboration, Core values, Belief systems

Professional Development to communicate truths about who we are and reveal the stories that developed our identities	Teachers, Admin	Aug 27, 2018 to Aug 31, 2018	On-Track
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Professional Learning, Trust, Communication

Work to plan social events	Social Committee	Aug 27, 2018 to Jun 21, 2019	On-Track
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Social emotional learning

Write a pledge focused on trust that will serve as an oath	Teachers	Aug 27, 2018 to Aug 31, 2018	Not started
Student creed			
Address differences and offenses at the start of every group meeting with the use of a discussion protocol	ILT, Teacher	Aug 27, 2018 to Aug 31, 2018	On-Track
Discussion			
With the input of students, developed slogans that summarized the school's goals	ILT, Teachers, Admin	Sep 4, 2018 to Sep 28, 2018	Not started
Communication, Slogan			
Build staff leadership capacity to lead PLC or Action Research in the school	Admin	Jun 1, 2018 to Jun 21, 2019	Not started
Leadership			
Staff attend trauma informed PD	All Staff	Jun 22, 2018 to Aug 31, 2018	Completed
Research			
Reduce the use of traditional disciplinary interventions (detention, In school suspension, out of school suspensions) by 10% each academic quarter from the previous school year	MTSS Team	Aug 6, 2018 to Jun 21, 2019	Not started
Maintain restorative practices interventions (conversations, check in/out, peer conference, calm classroom) as an overlay for tier one and two behavior supports	MTSS Team	Aug 6, 2018 to Jun 21, 2019	Not started
Talking Circles for students and staff	All Staff, ILT, Admin	Sep 4, 2018 to Jun 21, 2019	Not started

Action Plan

Strategy 1

COMPLETED	Create a new shared vision and mission that is lived throughout every aspect of the school"
	Jun 25, 2018 to Jul 23, 2018 - ILT, Teachers, Parents, Students
Status history 	
	May 21
COMPLETED	May 21, 2018 Evidence Assessment Calendar
COMPLETED	Define mission and vision to derive shared meanings for all stakeholders to understand"
	Aug 27, 2018 to Aug 31, 2018 - ILT, Teachers

Status history



COMPLETED May 21, 2018
Evidence
Agenda for Teacher Team Meeting and Notes

NOT STARTED Teach mission and vision to all students"
Sep 04, 2018 to Sep 07, 2018 - Teachers

Status history



NOT STARTED May 21, 2018
Evidence
Lesson Plans, Classroom posters and anchor charts

COMPLETED Schedule and implement cycles of professional collaboration around specific areas of instructional priorities"
Jun 25, 2018 to Jun 29, 2018 - ILT

Status history



COMPLETED May 21, 2018
Evidence
Artifact: Protocol for CLC, Feedback Surveys, Action plans from focus classroom visits

COMPLETED Create Common planning time vertical and horizontal (Grade Level and Content) in Master Schedule"
Jun 25, 2018 to Jun 29, 2018 - ILT, Administration

Status history



COMPLETED May 21, 2018
Evidence
Artifact: Master Schedule

NOT STARTED Create Professional Development Calendar for the 2018-2019 School Year that include teacher led opportunities"
Jun 25, 2018 to Jun 29, 2018 - ILT, Administration

Status history



NOT STARTED May 21, 2018
Evidence
Artifact: PD Calendar

COMPLETED Create Action Plan for 5 Essentials review that includes quarterly benchmarks"
Jul 09, 2018 to Aug 31, 2018 - ILT, Admin

Status history



COMPLETED May 21, 2018
Evidence
Artifact: Action Plan, Agenda, Feedback surveys, notes

ON-TRACK Establish a staff led MTSS team to support students in academic and behavior interventions"
Sep 11, 2018 to Jun 14, 2019 - MTSS Team

Status history



ON-TRACK May 21, 2018
Evidence
Dashboard, Team reports

ON-TRACK Establish a staff led attendance team to develop targeted attendance interventions for students falling below the 95% attendance threshold"
Sep 11, 2018 to Jun 14, 2019 - Attendance Team

Status history



ON-TRACK May 21, 2018
Evidence
Dashboard, Team reports

ON-TRACK Maintain restorative practices interventions (conversations, check in/out, peer conference, calm classroom) as an overlay for tier one and two behavior supports"
Sep 11, 2018 to Jun 14, 2019 - Culture and Climate Team

Status history



ON-TRACK May 21, 2018
Evidence
Dashboard, Team reports

ON-TRACK Reduce the use of traditional disciplinary interventions (detention, In school suspension, out of school suspensions) by 10% each academic quarter from the previous school year"
Sep 11, 2018 to Jun 14, 2019 - Culture and Climate Team

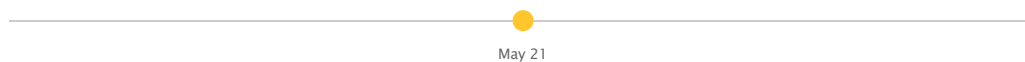
Status history



ON-TRACK May 21, 2018
Evidence
Dashboard, Team reports

BEHIND Engage in listening and speaking tours to communicate and obtain feedback on the implementation of the vision and mission"
Aug 27, 2018 to Jun 14, 2019 - Principal Led

Status history



BEHIND

May 21, 2018

Problem
Root Cause
Next steps

Strategy 2

ON-TRACK

Professional Development on Task Analysis using Webb's Depth of Knowledge"

Nov 02, 2018 to Nov 02, 2018 - ILT

Status history



ON-TRACK

May 21, 2018

Evidence
Tasks, Meeting agendas

ON-TRACK

Engage in book study and professional readings on rigor"

Aug 27, 2018 to Jun 18, 2019 - Teacher Team

Status history



ON-TRACK

May 21, 2018

Evidence
Agendas, minutes

ON-TRACK

Staff will engage in quarterly Problem of Practice sessions for grade level teachers."

Nov 02, 2018 to Jun 29, 2019 - ILT, Grade Level Teams

Status history



ON-TRACK

May 21, 2018

Evidence
Feedback forms

NOT STARTED

Purchase supplemental materials to support ELA instruction, text sets."

Nov 02, 2018 to Dec 21, 2018 - Administration, LE Teacher Leaders

Status history



NOT STARTED

May 21, 2018

Evidence
Instructional materials

COMPLETED

Provide professional development on curricula materials that support the school increased focus on tasks"

Aug 27, 2018 to Aug 31, 2018 - Administration, ILT

Status history



COMPLETED May 21, 2018
Evidence
Feedback forms

ON-TRACK Provide vertical team meeting time to collectively review, score and plan around submitted student work samples"
Sep 10, 2018 to Jun 18, 2019 - Administration

Status history



ON-TRACK May 21, 2018
Evidence
Meeting minutes

COMPLETED Dedicate one grade level team meeting monthly to working collaboratively to review student work using a specific protocol determined by the ILT"
Sep 10, 2018 to Jun 18, 2019 - Grade level team, ILT

Status history



COMPLETED May 21, 2018
Evidence
Meeting minutes

NOT STARTED Deepen understanding of REACH domains, components, and elements to improve instructional practices"
Nov 02, 2018 to Jun 29, 2019 - ILT, Teachers, Admin

Status history



NOT STARTED May 21, 2018
Evidence

Strategy 3

COMPLETED Plan and host a back to school night/fair"
Aug 23, 2018 to Jun 21, 2019 - PAC, LSC, Administration, Teachers, Parents

Status history



COMPLETED May 21, 2018
Evidence
Feedback forms, sign in sheets

NOT STARTED Plan and execute monthly family engagement conversations (Ex. Coffee and Chat, Talking Circles, Use of Vent and Invent Protocol)"
Aug 23, 2018 to Jun 12, 2019 - Admin, PAC

Status history



NOT STARTED

May 21, 2018

Evidence

Feedback forms, sign in sheets

NOT STARTED

Support admin and ILT in the interview process for new personnel"

Jun 25, 2018 to Aug 24, 2018 - Admin, Teachers, Parents

Status history



NOT STARTED

May 21, 2018

Evidence

Feedback forms, sign in sheets

NOT STARTED

Plan and execute literacy, math, and science content area nights once per quarter"

Sep 11, 2018 to May 28, 2019 - Grade Level Team, Parents

Status history



NOT STARTED

May 21, 2018

Evidence

Feedback forms, sign in sheets

NOT STARTED

Provide parent volunteer opportunities in both instructional and operation capacities (Ex. Reading to Students, Parent Mentor Day, Bulletin Boards)"

Sep 11, 2018 to May 31, 2019 - Grade Level Team, Culture Climate Team, Administration

Status history



NOT STARTED

May 21, 2018

Evidence

Feedback forms, sign in sheets

NOT STARTED

Develop perimeter partners to market the school, programs and activities"

Jul 02, 2018 to Aug 24, 2018 - Administration

Status history



NOT STARTED

May 21, 2018

Evidence

Artifact

NOT STARTED

Conduct monthly parent surveys to seek feedback via Blackboard Connect (1-2 questions)"

Jul 01, 2018 to Jun 14, 2019 - Administration, ILT

Status history



NOT STARTED

May 21, 2018

Evidence

Blackboard Result Queue

NOT STARTED

Modes of regular communication: Parent Board, Class Dojo, Marquee, Newsletter, Voice & Text Messaging, Website, email"

Sep 04, 2018 to Jun 21, 2019 - Administration

Status history

May 21

NOT STARTED

May 21, 2018

Evidence

Artifact: Picture of board monthly

NOT STARTED

Engage a core group of moms in social platforms"

Oct 06, 2018 to Oct 16, 2018 - parents, admin

Status history

May 21

NOT STARTED

May 21, 2018

Evidence

Sign in sheets, photos, feedback surveys

NOT STARTED

Parents lead school activities and programs for students and the school"

- Admin, Parents

Status history

May 21

NOT STARTED

May 21, 2018

Evidence

NOT STARTED

Involve parents in the development of school policies and procedures"

Jul 02, 2018 to Jun 21, 2019 - Admin, Parents, Teachers

Status history

May 21

NOT STARTED

May 21, 2018

Evidence

NOT STARTED

Identify a room for parents to meet, plan activities, and support the work of the school"

- Parents, Admin

Status history

May 21

NOT STARTED

May 21, 2018

Evidence

Strategy 4

NOT STARTED

Explore teacher and staff belief systems to reveal personal truths in order to establish core beliefs for our school"

- Admin

Status history

May 21

NOT STARTED

May 21, 2018
Evidence
PD Agenda

ON-TRACK

Professional Development to communicate truths about who we are and reveal the stories that developed our identities"

Aug 27, 2018 to Aug 31, 2018 - Teachers, Admin

Status history

May 21

ON-TRACK

May 21, 2018
Evidence
PD Agenda

ON-TRACK

Work to plan social events"

Aug 27, 2018 to Jun 21, 2019 - Social Committee

Status history

May 21

ON-TRACK

May 21, 2018
Evidence
Social Committee Calendar

NOT STARTED

Write a pledge focused on trust that will serve as an oath"

Aug 27, 2018 to Aug 31, 2018 - Teachers

Status history

May 21

NOT STARTED

May 21, 2018
Evidence
Artifact: Pledge posted

ON-TRACK

Address differences and offenses at the start of every group meeting with the use of a discussion protocol"

Aug 27, 2018 to Aug 31, 2018 - ILT, Teacher

Status history

May 21

ON-TRACK

May 21, 2018
Evidence
Agenda, Minutes

NOT STARTED

With the input of students, developed slogans that summarized the school's goals"

Sep 04, 2018 to Sep 28, 2018 - ILT, Teachers, Admin

Status history

May 21

NOT STARTED

May 21, 2018
Evidence
Artifact: slogans

NOT STARTED

Build staff leadership capacity to lead PLC or Action Research in the school"

Jun 01, 2018 to Jun 21, 2019 - Admin

Status history



NOT STARTED

May 21, 2018
Evidence
Leadership Roster

COMPLETED

Staff attend trauma informed PD"

Jun 22, 2018 to Aug 31, 2018 - All Staff

Status history



COMPLETED

May 21, 2018
Evidence
Agenda, Sign in sheet

NOT STARTED

Reduce the use of traditional disciplinary interventions (detention, In school suspension, out of school suspensions) by 10% each academic quarter from the previous school year"

Aug 06, 2018 to Jun 21, 2019 - MTSS Team

Status history



NOT STARTED

May 21, 2018
Evidence
Student Logger/Verify Data

NOT STARTED

Maintain restorative practices interventions (conversations, check in/out, peer conference, calm classroom) as an overlay for tier one and two behavior supports"

Aug 06, 2018 to Jun 21, 2019 - MTSS Team

Status history



NOT STARTED

May 21, 2018
Evidence
Student Logger/Verify Data

NOT STARTED

Talking Circles for students and staff"

Sep 04, 2018 to Jun 21, 2019 - All Staff, ILT, Admin

Status history



NOT STARTED

May 21, 2018

Evidence

Video, sign in sheet, photos

Fund Compliance

Supplemental General State Aid(SGSA)

☒ My school receives SGSA funds

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

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

ESSA Program

☒ ESSA Schoolwide Program

(Not available to schools receiving NCLB funds for the first time) [Title 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 Kozminski PAC holds monthly meeting which are announced to the school community through our monthly newsletter. The PAC will sponsor various workshops to address the needs and development of parents. PAC works in collaboration with other parent groups including PTA and LSC.

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

The school holds an annual meeting to discuss Title 1 requirements and the parents' right to be involved in the Title 1 programs. The annual PAC meeting will be held on September 26, 2018. The Organization meeting will be held on September 26, 2018. The purpose of these monthly meetings is to discuss the school and develop strategies to increase parental involvement.

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.

Kozminski will host regular parent monthly meeting and as needed to address student academic performance and behaviors. Parents will also be surveyed to offer suggestions about the education of their students.

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.

Kozminski school will provide reports of student academic performance to parents and guardians from reports prepared NWEA, ISA, and MClass which list the most recent scores and Fall benchmark scores and winter benchmark scores with a prediction of probable performance on assessment.

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

All teachers staffed at Kozminski school meet the "highly qualified" requirement of Title 1 Regulation. If a situation arises that a not highly qualified has to temporarily cover a class, the parents of affected students will be notified.

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.

Kozminski school will schedule parent information meetings and workshops to deepen parent understanding of the Common Core Standards, PARCC, CPS benchmark assessments, NWEA and TRC.

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.

Kozminski will provide parent literacy workshops and technology training. The technology training will teach parents how to access parent portal in Gradebook. Parents will be invited to our Literacy and Math day to learn about our school wide strategies used to improve student achievement.

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.

A whole staff professional development will provide information and training on how to involve parents in assisting in their child's education. All staff will be made aware that each and every parent or guardian is an important partner in pursuing the Kozminski mission. Kozminski staff will communicate with parents through class dojo, the Remind Me app, and written communication.

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.

Kozminski involves parents and guardians in our Pre-K for all program on a regular basis. Parents are encouraged to participate in Family Reading Night, Health and Wellness Week, Family Literacy Week, Family Science Night, Mother's Day/ Father's Day Social Events, Parent Social Events, Reading Fair, Scholastic Book Fair, Field Trips, School Assemblies and Field Day

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.

Information regarding school and parent activities are shared at the beginning of each month via the school newsletter followed by weekly reminders of times and locations. The information will also be posted on the school's website and marquee.

Policy Implementation Activities

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



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



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



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

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

N/A

School-Parent Compact

Complete

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

Our Mission is to challenge our students with a highly structured, standards-based curriculum that incorporates the common core state standards through use of literacy and writing, technology integration, parental involvement, ongoing professional development, and collaboration of stakeholders.

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.

Kozminski will participate in the regular parent teacher conferences. A minimum to two parent-teacher conferences will be held: one in the fall and one in the spring. The purpose of the conference will be to review the student report card and discuss academic successes and weaknesses.

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

Kozminski provides regular reports to parents regarding student progress. Parents receive, mid quarter progress reports, quarterly grades, and students may be provided a progress report upon request. Parents are also able to track student grades and attendance through parent portal and student behavior via Class Dojo.

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

Parents are encouraged to meet with teachers during their preparation periods and/or by special appointments arranged by the teacher.

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.

Kozminski encourages parents to volunteer in a variety of ways. Volunteer packets are available online via the Chicago Public School's Family and Community Engagement website. Parent may volunteer to assist in the preparation of special projects such as assemblies or student productions. Additionally, parents serve as field trip chaperones throughout the school year.

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

Parents are asked to expect and then inspect for homework assignments and to insure that they are completed and turned in. Parents are asked to ensure that students attend school regularly and on time. Parents are also asked to make sure that their child maintains good decorum and follows school rules and does not participate or initiate conflict of any kind. Parents can communicate with teachers through the ClassDojo App, remind me app, and track progress through the parental portal.

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

Kozminski parents are asked to participate in the CPS My Voice My School survey each year. This provides feedback about the school characteristics and performance. The survey for Spring 2018 was provided online. Parents also provide ideas and have discussion at the school during PTA, PAC and LSC meetings. Parents are also asked to participate in school generated surveys.

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).

Kozminski students will be informed about their own level of performance on an ongoing basis through use of data across grades and content area. Students will meet with their teachers to develop goals and monitor progress throughout the school.

Parent Budget

Complete

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

Parents will set goals for participation for the 2018-2019 school year. Parents will attend workshops in reading, math, and science to learn how to support students with work in the home. Parents will work with admin to deepen their understanding of the at home programs and student achievement data.

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.	\$	Amount	.00
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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.	\$	1200	.00
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53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	400	.00
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54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$	Amount	.00
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54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$	Amount	.00
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54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	Amount	.00
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54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$	Amount	.00
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53510	Postage Must be used for parent and family engagement programs only.	\$	Amount	.00
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53306	Software Must be educational and for parent use only.	\$	Amount	.00
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55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$	Amount	.00
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