2018-2020 plan summary

Team

Name	Role	Email	Access
Parveen Patel	Teacher	pspatel3@cps.edu	Has access
Saleha Syed	Teacher	sisyed@cps.edu	Has access
Anita Tutson	Teacher	atutson@cps.edu	Has access
Nicole Poplawski	Teacher	napoplawski@cps.edu	Has access
Brenda Lugo	Teacher	blugo-centeno@cps.edu	Has access
Gail King	Principal	gking@cps.edu	Has access
Robin Vaughn	Counselor	rsvaughn1@cps.edu	Has access
Nicole Perkins	Parent	special62005@yahoo.com	Has access
Victoria Miles	Parent		No Access
Mary Stark	Parent	Marystark77@yahoo.com	Has access
Donnetta Towbridge	Non-Teacher	dbtowbridge@cps.edu	Has access
Tara Idemudia	Teacher	tyidemudia@cps.edu	Has access

Team meetings

Date	Participants	Topic
03/08/2018	Teachers: Brenda Lugo, Giselle Boyd, Saleha Syed, Tara Idemudia, Nichole Allen, Michael Wilson, Zaid Shah, Karen Lacey, Parveen Patel, Kesha Parker, Latricesa Johnson, Anita Tutson, Nicole Poplawski, Annette Bonds, Goran Mikic, Ian Harris: ESPs: Donnetta Towbridge, Karen Greene, Marqueeta Vaughn, Diane Bullock, Joyce Tunde-Ali	School Effectiveness Framework
03/14/2018	Teachers: Brenda Lugo, Giselle Boyd, Saleha Syed, Tara Idemudia, Nichole Allen, Michael Wilson, Zaid Shah, Karen Lacey, Parveen Patel, Kesha Parker, Latricesa Johnson, Anita Tutson, Nicole Poplawski, Annette Bonds, Goran Mikic, Ian Harris: ESPs: Donnetta Towbridge, Karen Greene, Marqueeta Vaughn, Diane Bullock, Joyce Tunde-Ali	School Effectiveness Framework
04/06/2018	Teachers: Brenda Lugo, Giselle Boyd, Saleha Syed, Tara Idemudia, Nichole Allen, Michael Wilson, Zaid Shah, Karen Lacey, Parveen Patel, Kesha Parker, Latricesa Johnson, Anita Tutson, Nicole Poplawski, Annette Bonds, Goran Mikic, Ian Harris: ESPs: Donnetta Towbridge, Karen Greene, Marqueeta Vaughn, Diane Bullock, Joyce Tunde-Ali	School Effectiveness Framework and Framework Priorities
04/09/2018	LSC - Nicole Perkins(Parent), Nicole Terry(Teacher), Donnetta Towbridge(SECA), Tara Idemudia(Teacher), Victoria Miles(Parent), Mary Stark(Parent), Gail King(Principal)	Parent Plan
04/11/2018	Robin Vaughn(Counselor), Brenda Lugo(Teacher), Gail King(Principal)	SEF, Strategies, Goals, Action Items
04/27/2018	Anita Tutson(Teacher), Annette Bonds(Teacher), Nicole Poplawski(Teacher), Nichole Allen (DLTeacher), Karen Lacey(DL Teacher), Tara Idemudia(Teacher), Saleha Syed(Teacher), Giselle Boyd(Teacher), Kesha Parker(Teacher), Parveen Patel(Teacher), Latricesa Johnson(Teacher)	Review Strategies and Action Steps
04/30/2018	Brenda Lugo(Teacher), Zaid Shah(Teacher), Michael Wilson(DL Teacher)	Review Strategies and Action Steps
05/10/2018	ILT - Saleha Syed(Teacher), Parveen Patel (Teacher), Brenda Lugo(Teacher), Nicole Terry (Teacher), Anita Tutson (Teacher), Gail King (Principal)	Review Strategies and Action Steps
06/07/2018	ILT - Saleha Syed (Teacher), Parveen Patel (Teacher), Brenda Lugo (Teacher), Nicole Poplawski (Teacher)	Review and edit strategies and action steps

School Excellence Framework

Culture of & Structure for Continuous Improvement 4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1 2 **3** 4

The Reavis vision and mission are known by all stakeholders and are prominently displayed throughout the building and in every classroom.
All decisions are tied to the data and to the needs of Reavis students.
All teacher professional development is aligned to the Reavis Instructional Priorities.
Weekly Teacher Team Meetings provide teachers with the time to analyze data and provide each other with feedback.
Teachers share student data with the students and set goals three times per year.
Student districtwide assessment data is shared with parents twice a year at Report Card Pick-Up
Student data is displayed in the classrooms and also in the school data room.
Schoolwide attainment and growth goals are displayed in the entryway of the school building.
Teacher driven professional development
Monthly school newsletters are provided to parents
All students are provided with daily planners and are expected to update them daily. The planner is also a communication tool between the teacher and the parents.
Parents are invited and encouraged to volunteer and/or serve as room parents.

2018 5Essential Survey Results:
Collaborative Teachers - Very Strong
Effective Leaders: Strong

SY2018 Principal Evaluation:
Competency A: Excellent

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

1 **2** 3 4

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.

The ILT meets regularly and clearly focused meeting agendas are used to drive the meetings.
PARCC, NWEA, TRC/DIBELS, data and also student work are analyzed to inform instructional and curriculum decisions.
Students are required to submit exit slips at the close of each class period. The exit slips are analyzed to determine student needs and inform instructional next steps.
Teachers collaborate weekly during the one hour teacher team meetings and also on their own time.
ILT members share information with their team members and lead professional development sessions.
ILT is comprised of teacher representatives from each grade band and also from the Special Education Department.
Cycles of Learning are used to introduce and implement new instructional strategies

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:

Score

1 2 **3** 4

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.

Professional Development Calendar is in place and includes one hour monthly meetings based upon the Flex PD Model. All staff members are included in the Professional Development sessions.
Professional Development takes place during Teacher Team Meetings that occur weekly.
Teachers are given adequate time for safe practice after learning and being expected to implement a new teaching strategy.
Agendas and Feedback forms are available at all professional development sessions.
Teacher Leaders and Instructional Leadership Team Members lead professional development sessions for their colleagues.
Teachers engage in peer observations and give actionable feedback to their peers.
Teacher Leaders mentor new teachers
Teacher collaborate during weekly meetings and analyze student work to inform their instructional practices.
Teachers use the CPS Framework for Teaching as they work to improve their practice and become proficient or distinguished teachers.
Professional articles are provided for use during Teacher Team Meetings
Protected time for teachers to meet in their grade bands on a weekly basis.

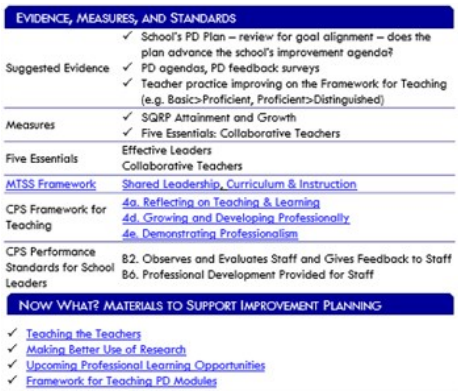
Evidence:
SQRP Attainment:
46th Percentile - Reading
40th Percentile - Math
55th Percentile - Grade 2 Reading
25th Percentile - Grade 2 Math
SQRP Growth -:
98th Percentile - Reading
93rd Percentile - Math
72.3% of students in grades 3 - 8 Meeting or Exceeding National Growth Norms

2018 5Essential Survey:
Effective Leader: Strong
Collaborative Teachers: Very Strong

Guide for Professional Learning

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

Evidence, Measures, and Standards



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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING
✓ Teaching the Teachers
✓ Making Better Use of Research
✓ Upcoming Professional Learning Opportunities
✓ Framework for Teaching PD Modules

Aligned Resources:

Score

1 2 **3** 4

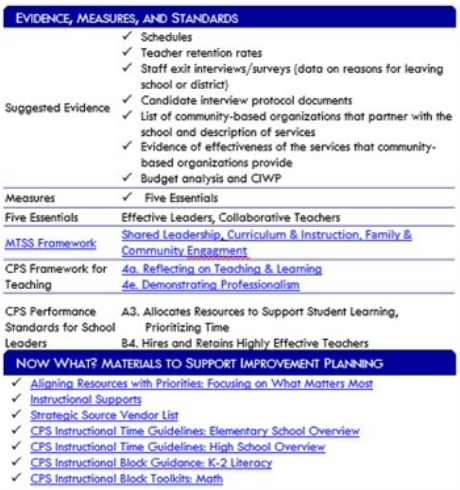
Resources (e.g. time, budget, staff, and community resources) are aligned to school priorities. Improving achievement guides resource allocation. Making the most of student time and staffing is a priority. The school organizes resources school-wide through schedules and staffing plans that target additional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

All budgetary spending is aligned to the CIWP and supports the Instructional Priorities that are outlined in the CIWP.
There is a schoolwide schedule in place that maximizes instructional time. It includes weekly teacher meeting time and daily intervention time.
Teachers and staff remain at Reavis from year to year.
A Candidate interview protocol is used in the event that an opening does occur.
CIWP is analyzed and updated on a quarterly basis
Ancillary Staff and parent and community volunteers are used to provide additional small group and one-on-one support to struggling students.
Teachers are encouraged to submit requests for the supplies and instructional materials that are needed to support their work in the classrooms.

Guide for Aligned Resources

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

Evidence, Measures, and Standards



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

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Score

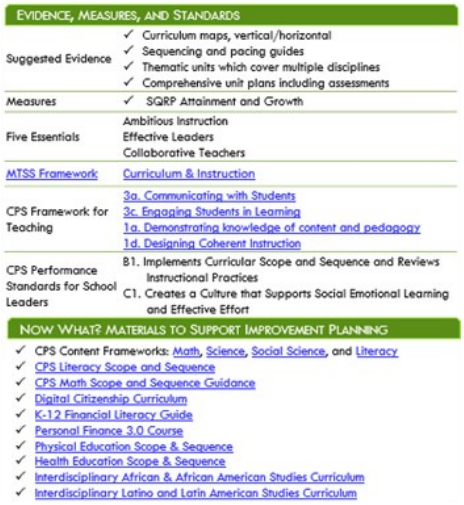
1 2 **3** 4

Goal setting with students and teachers occurs at BOY, MOY, and EOY.
Alignment between the CCSS, objective, and student work tasks exists. Teachers post CCSS along with the objective and the by statement on the whiteboard. The standard and objective are shared with students at the top of the lesson and then revisited throughout the lesson..
Students know what they are learning and why they are learning it.
Weekly student work analysis and lesson review provide regular analysis of the curriculum and its effectiveness.
Lesson plans are focused to ensure that there is differentiation for all learners.

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:

Score

1 2 **3** 4

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)

The CCSS are used to guide the learning at Reavis.
All instructional materials are aligned to the CCSS.
The reading curriculum is guided by the curriculum map on the Knowledge Center. Students have access to high quality rigorous texts on a daily basis and engage with the same text multiple times throughout the week.
The math curriculum is guided by the curriculum map on the Knowledge Center but is tailored to meet the needs of the students of Reavis which are evident after a thorough analysis of the NWEA math data.
Reavis has one-to-one technology which provides students with daily access. Teachers also have smartboards, elmos, and LCD Projectors in each classroom. Technology is integrated into instruction on a daily basis.
Heat Maps have been formulated by teachers to help them target specific learning areas for whole groups, small group, and individual students.
All classroom have leveled texts in the classroom libraries for use by students during Independent Reading Time.
Use of Odyssey Learning, Kahn Academy, :Learning A to Z, Raz Kids, and Discovery Education provide the differentiation and also promote higher order thinking and problem solving skills.

Guide for Instructional Materials

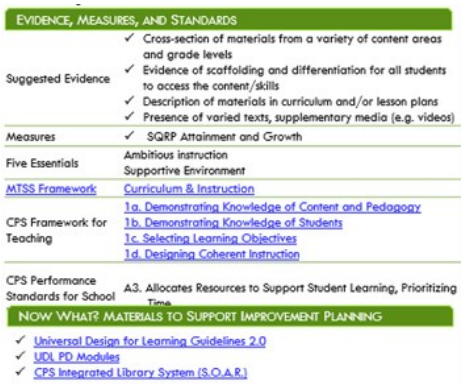
Instructional materials (including technology) are…..

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

- Technology enhances students' higher order, creative thinking and problem solving.
- Materials connect subject area content to real life applications.

- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
  - Students make choices about instructional materials as part of learning.
  - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
  - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards



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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING
✓ Universal Design for Learning Guidelines 2.0 ✓ UDL PD Modules ✓ CPS Integrated Library System (S.O.A.R.)

Rigorous Student Tasks:

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

Score

1 **2** 3 4

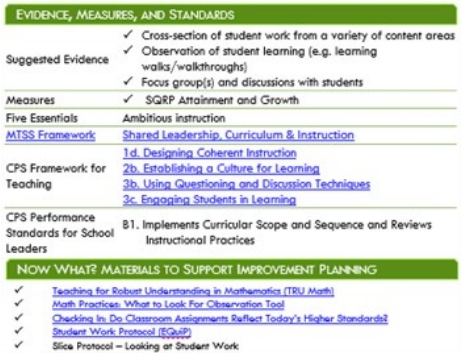
Teachers post CCSS and Objective with by statement on the whiteboard daily and share that objective at the top of the lesson and then multiple times throughout the lesson.
Student work tasks are aligned to the CCSS.
Content Specific Academic language is used in the classrooms by the teacher and the students
A Student Work Analysis Protocol is used to analyze student work on a weekly basis during the Teacher Team Meetings.
Students are grouped using NWEA data to allow for intention instruction based upon their assessment data and areas of strength and challenge.
Small group instruction occurs to ensure that every student is receiving instruction at their grade level.
The Depth of Knowledge Rubric is used to assess the level of rigor in the student work tasks and questioning.
Interventions are used to reinforce classroom instruction in both reading and mathematics.

Guide for Rigorous Student Tasks

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

- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards



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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING
✓ Teaching for Robust Understanding in Mathematics (TRU Math)
✓ Math Practices: What to Look For Observation Tool
✓ Checking In: Do Classroom Assignments Reflect Today's Higher Standards?
✓ Student Work Protocol (EQuIP)
✓ Slice Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

Score

1 2 **3** 4

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

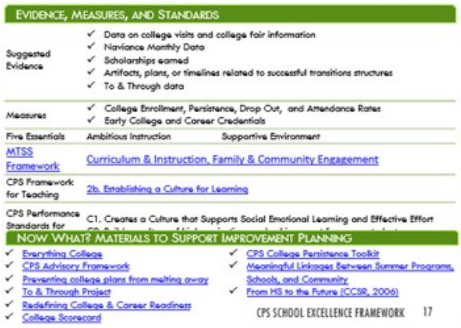
Students have access to departmentalization beginning in 3rd grade. The transition from intermediate to middle school is easier for students since they have experience with departmentalization early on.
Students in the middle school have access to college tours to expose them to college campuses a begin their thinking about post secondary education.
Ongoing career speakers who are exposing students to a variety of career options and providing them with insight into what it takes to attain those careers.
Students have access to a Reavis High School Fair in addition to the High School fairs in the network or the districe
Encourage participation in the Network 9 High School Fair
Annual Career Day
CCSS are used to drive the curriculum at Reavis and the use of them will prepare students for success in college and career
Teachers display their diplomas in their classrooms and discuss the path they took to college with their students.

Guide for Transitions, College & Career Access & Persistence

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

- **READINESS – Ensure equitable access to college preparatory curriculum.**
  - Provide access to 8th Grade Algebra to all eligible 8th grade students.
  - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
  - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
  - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
  - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
  - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
  - Provide opportunities for Dual Credit/Dual Enrollment
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
  - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
  - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
  - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
  - Applying to multiple colleges—generally three or more.
  - Navigating financial aid and capitalizing on grant and scholarship opportunities.
  - Equipping students and families with persistence strategies. (College Persistence Toolkit)
  - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards



EVIDENCE, MEASURES, AND STANDARDS

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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

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

CPS SCHOOL EXCELLENCE FRAMEWORK 17

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

Instruction:

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

Score

1 2 **3** 4

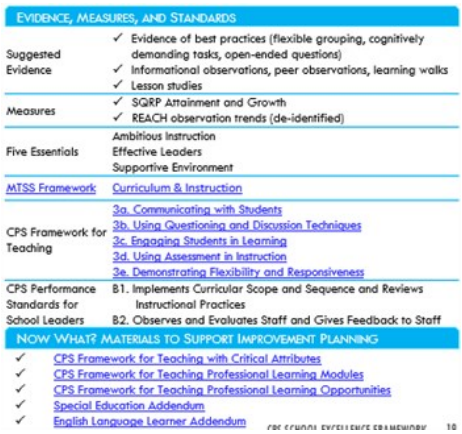
Teachers deliver instruction using the GRR.
Teachers are engaged in ongoing professional development to establish learning centers.
Teachers have established small groups using data to guide student learning in guided reading and math.
Teachers conduct daily and weekly assessments using observations, exit slips, and computers.
Teachers provide small group instruction in both reading and mathematics based upon the students' needs as identified by the districtwide test data.
Teachers differentiate the task and the text to address all students' needs.
Peer observations occur quarterly to provide teachers with an opportunity to observe each other

2018 5Essential Survey:
Ambitious Instruction - Very Strong
Effective Leaders - Strong

Guide for Instruction

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

Evidence, Measures, and Standards



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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING
✓ CPS Framework for Teaching with Critical Attributes
✓ CPS Framework for Teaching Professional Learning Modules
✓ CPS Framework for Teaching Professional Learning Opportunities
✓ Special Education Addendum
✓ English Language Learner Addendum

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

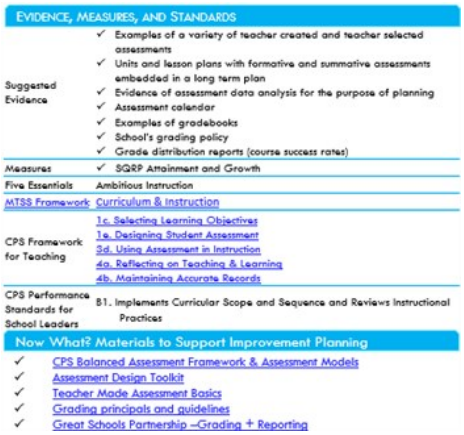
Teachers deliver assessments through Reach BOY and EOY.
NWEA Reading and Math K-8 MOY and EOY.
Early Childhood use ESR (yearly); Ages and Stages Social Emotional Questionaire (yearly); Teaching Strategies Gold (twice a year)
PARCC Math and Reading 3rd-8th
Teachers enter 2 grades a week for Reading and Math; 1 grade a week for Science and Social Studies.
Students are given opportunities to retake tests in which they receive a grade that is lower than a 70%
An adjusted grading scale is used for diverse learners.
Teachers modify their student work tasks to ensure all students are learning to the fullest of their capabilities.
Students are provided with opportunities to engage in alternative assessments.
NWEA Screener used to assess intervention effectiveness every five weeks.

2018 5Essential Survey:
Ambitious Instruction - Very Strong

Guide for Balanced Assessment & Grading

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

Evidence, Measures, and Standards



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

Multi-Tiered System of Supports:

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

Score

1 2 **3** 4

Second Step
Calm Classroom
Teachers refer student to out services Near North
Kenwood Academy Mentoring Program for Girls 6th through 8th.
Real Men Read Weekly
Foster Grandparents Program to provide an additional layer of support to struggling students.
KLM Volunteers provides an additional layer of support to struggling students
Teachers use Student Logger to communicate student behavior with one another
If students fall below a C teachers are required to document and intervene.
On Track and Attendance data is monitored and analyzed weekly during grade band meetings
MTSS Team meetings occur once a month with a focus on academics, attendance, and behavior

2018 5Essential Survey
Supportive Environment - Very Strong
Ambitious Instruction - Very Strong

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

Score

1 2 **3** 4

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.

The teachers and staff possess a genuine belief that they can make a difference in the lives of the students and families of Reavis.
The staff believe and expresses the belief that hard work is the fundamental cause of student achievement.
Teachers and student value learning.
Student Growth Goals and Attainment goals are posted throughout the building and also in the classrooms.
Teachers communicate high expectations to students and also provide students with support as they are working to meet those expectations.
Staff utilize a holistic approach when interacting with students.
Student goal setting provides them with a sense of urgency around being productive students in all of their classes and around achieving the MOY and EOY goals.
Quarterly Awards Assembly
Hall of Fame posted in main hallway with the names of all students who are on the A or A/B Honor Roll
SQRP Growth:
3-8 Reading - Above Average
3-8 Math - Above Average

3-8 Attainment - Reading - Above Average
3-8 Attainment - Math - Above Average

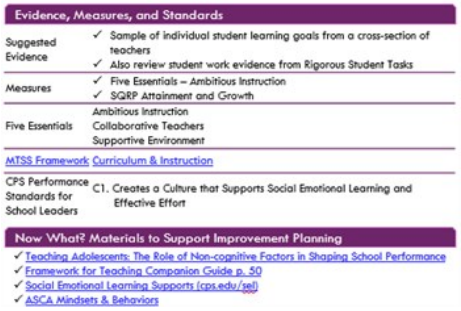
Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
  - Use strategies to reinforce and cultivate student curiosity.
  - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
  - Consistently communicate the expectation that all students can achieve at high levels.
  - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**

- Clearly display school-wide expectations for academic and personal success throughout the building.
- Set high expectations according to grade-appropriate learning objectives.
- Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
- Recognize high levels of student achievement. All students receive recognition.
- Encourage student resilience and hard work.
- Ensure students feel safe to share misunderstandings and struggles.

- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
  - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
  - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
  - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
  - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
  - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
  - Employ strategies including ongoing monitoring and support of students' academic behaviors.
  - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards



Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Now What? Materials to Support Improvement Planning

- ✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance
- ✓ Framework for Teaching Companion Guide p. 50
- ✓ Social Emotional Learning Supports (cps.edu/sel)
- ✓ ASCA Mindsets & Behaviors

Relational Trust:

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

Score

1 2 **3** 4

Interactions between students, staff, parents, and community members are respectful. The 5Essential Survey indicates that levels of trust are Strong.
Staff members ensure that students have the tools that they need to be successful and take a personal interest in student well being.
Adults serve as mentors for students and advocate for the academic, and social/emotional needs of students.
Students feel confident that the school cares about their education and will always do what is best for them.
There is at least one adult in the building that each and every student can connect with. Students check in with their trusted adult in the mornings and check out with them at the end of the school day.

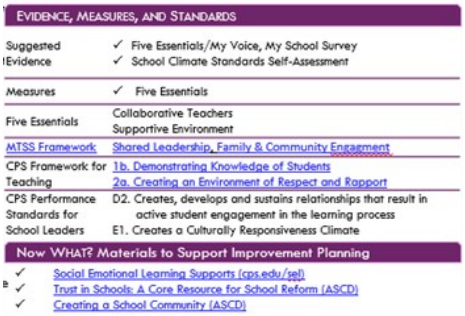
2018 5Essential Survey:
Collaborative Teachers - Strong
Supportive Environment - Strong

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

Students have access to sports programs and clubs that allow them to connect fully with the Reavis community (Basketball, Volleyball, Soccer, Chess Club)
We Day Community Program provides students with opportunities to become involved in community issues and to address global concerns. The goal is for students to take action to make their neighborhood and also the world a better place.
Students, specifically middle school students, are given the opportunity to voice their opinions and give input around new practices that are being implemented at Reavis.
Middle School students volunteer their services to interact with the younger students to assist with one-on-one reading and engaging in big brother/big sister relationships.

Guide for Student Voice, Engagement, & Civic Life

Study politics

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

- Students learn about community, city, state, and national civic leaders and their roles in civil society.
- School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.

- **Engage with their community**
  - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause
- **Take informed action** where they work together to propose and advocate for solutions.
  - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
  - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
- Experience a **Schoolwide civics cultur**
  - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
  - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
  - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
  - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	• MVMS Student Survey completion rates and results • Artifacts from student-run organizations and events (including SVCs) • Meeting minutes/agendas that include student participation • Policies regarding student engagement in decision making • Service learning reports and/or reflections of SL projects • Unit and curriculum maps, rubrics, assessment artifacts • Evidence of student work • Democracy School recognition
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D2. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HST Standards

Safety & Order:

Score

1 2 3 **4**

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.

PBIS is implemented schoolwide
CHAMPS Classroom Management System is implemented in every Reavis classroom.
Expectations for student behavior are posted throughout the building
5Essential Survey indicates that students feel safe while they are in the school building.
Students move the the hallways at a Zero voice level.
Parent workers have been hired to assist with managing lunchroom and recess periods.
Students receive incentives when they follow the PBIS and CHAMPS expectations
Students complete reflection exercises following any inappropriate behavior
Students receive detention or In-School Suspension rather than out of school suspension whenever possible.
Safety Plans are in place for those students who need the additional support.

2018 5Essential Survey Results:
Supportive Environment - Very Strong

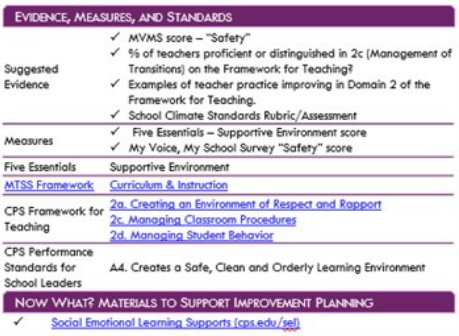
Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
  - Manage classroom routines and procedures to maximize instructional time.
  - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
  - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
  - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
  - All adults use active supervision (move, scan, and interact) in all settings.
- **Have a voice and take informed action.**
  - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
  - Students initiate and lead some school improvement initiatives.

- Students participate in democratic decision-making at the school level.
- Students identify and research issues of relevance and work together to propose/advocate for solutions.

- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
  - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards



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

Restorative Approaches to Discipline:

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

Score

1 2 3 **4**

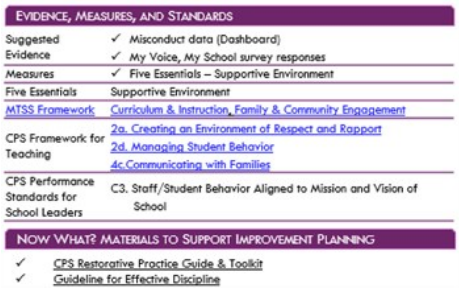
PBIS is implemented throughout the building with students receiving incentives for achieving 80% of the possible points in a given month.
All Classroom use the CHAMPS classroom management system with fidelity. All teachers received CHAMPS training.
Suspension rates have decreased consistently over the past 5 years.
Second Step is implemented in each classroom.
Calm Classroom is implemented throughout the school building to help support Social Emotion needs.
Student have access to the school social worker to receive counseling support around mental health issues.
Bounce Back - Grief and Trauma Group was implemented to address student social and emotional needs that might manifest themselves in misbehavior for those students who have experienced loss or trauma.
Anger Coping groups are in place to help support students who have anger issues.
Mean Girls Group is in place to redirect female conflict and how female students interact with eachother.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
  - A team meets regularly to organize systems that support a restorative environment.
  - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
  - Well-managed routines and transitions maximize instructional time.
  - Engage families as partners.
  - Contact families frequently to inform them of positive student behavior and progress.
  - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
  - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
  - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
    - Use data to determine which behaviors should be retaught or more heavily reinforced.
  - Explicitly teach expected behavior and positively reinforce consistently school-wide.
  - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
  - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
  - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
  - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors.Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
  - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
  - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.

- Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
- Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Evidence, Measures, and Standards



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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING
✓ CPS Restorative Practice Guide & Toolkit
✓ Guideline for Effective Discipline

Parent and Family Partnership:

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.

Score

1 2 **3** 4

The Reavis LSC and PAC are functional and meet monthly
Parents are encouraged to use Parent Portal to stay abreast of their child's academic progress
Twitter and Facebook accounts have been developed to communicate with parents in addition to the school website
Monthly parent newsletters as well as robocalls and calendars keep parents informed
Important dates are posted on the school marquee
Parents are encouraged to volunteer in whatever capacity possible
Parents have been hired as lunchroom/recess monitors to provide an additional layer of support to students

Guide for Parent and Family Partnership

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

Evidence, Measures, and Standards

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) ✓ How does the school honor and reflect the diversity of families including language and culture?
Measures	✓ Five Essentials Score – Involved Families ✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
Five Essentials	Involved Families
MTSS Framework	Family & Community Engagement
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

✓ Parent Support Centers
✓ Parent University
✓ Parent Portal

School Excellence Framework Priorities

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

4	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 ⊘
4	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 ⊘

Goals

Required metrics (Elementary) 18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
Reading is a focus at Reavis with Guided Reading being implemented for the first year during SY18. Students have access to small group differentiated instruction that is aligned to the CCSS and that is focused on their individual areas of challenge. There has been a steady increase in the national growth percentile in reading with the exception of SY15 where the data did show a regression, (SY14 - 50.00, SY15 - 31.00, SY16 - 78.00, SY17 - 98.00) the goal has been set at 90.00 for the SY18 school year and 95.00 for SY19.	78.00	98.00	90.00	95.00	98.00
National School Growth Percentile - Math					
Math is a focus at Reavis again this year. Math Talks, MARS Tasks, and Small Group instruction have been implemented to provide students with opportunities to engage with the math content and have discourse around the skill and content. The national growth percentile in mathematics has increased for the past four years - SY14 - 14.00, SY 15 - 56.00, SY16 - 75.00, SY17 - 93.00. The goal for SY18 is set at 85% and 90.00 for SY19.	75.00	93.00	85.00	90.00	95.00
% of Students Meeting/Exceeding National Ave Growth Norms					
The percentage of students meeting/exceeding the national average growth norms has increased for the past 4 years - SY14 - 53%, SY15 - 53.4%, SY16 - 61.8%, SY17 - 72.3%. The goal for SY18 is 75% and the goal for SY19 is 80%.	61.80	72.30	75.00	78.00	80.00
African-American Growth Percentile - Reading					
Reading is a focus at Reavis with Guided Reading being implemented for the first year during SY18. Students have access to small group differentiated instruction that is aligned to the CCSS and that is focused on their individual areas of challenge. The goal has been set at 80.00 for the SY18 school year and 85.00 for SY19.	78.00	99.00	85.00	87.00	90.00
Hispanic Growth Percentile - Reading					
DNA	*(Blank)*	*(Blank)*	0.00	0.00	0.00
English Learner Growth Percentile - Reading					
DNA	*(Blank)*	*(Blank)*	0.00	0.00	0.00
Diverse Learner Growth Percentile - Reading					
Diverse Learners are provided with accomodations and modifications per their Individualized Education Plan (IEP) and expected to meet their IEP goals. Their targeted instruction is developed around the goals in their IEP.	*(Blank)*	*(Blank)*	30.00	35.00	40.00
African-American Growth Percentile - Math					

Math continues to be a focus at Reavis. In SY17 the African American Growth Percentile was 80.00. There will continue to be a focus on mathematics and providing all students with Agency and Authority. Students will be engaged in Math Talks and will also engage in more discourse around the mathematics skill and content through the use of the TRU Math Framework that identifies The Five Dimensions of Mathematically Powerful Classrooms. The goal for SY18 is 85.00 and for SY19 the goal is 90.00.	70.00	95.00	80.00	85.00	90.00

Hispanic Growth Percentile - Math

DNA	*(Blank)*	*(Blank)*	0.00	0.00	0.00

English Learner Growth Percentile - Math

DNA	*(Blank)*	*(Blank)*	0.00	0.00	0.00

Diverse Learner Growth Percentile - Math

Math continues to be a focus at Reavis. In SY17 the African American Growth Percentile was 70.00. There will continue to be a focus on mathematics and providing all students with Agency and Authority. Students will be engaged in Math Talks and will also engage in more discourse around the mathematics skill and content through the use of the TRU Math Framework that identifies The Five Dimensions of Mathematically Powerful Classrooms. The goal for SY18 is 75.00 and for SY19 the goal is 80.00	*(Blank)*	*(Blank)*	70.00	75.00	80.00

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

The national school attainment percentile in reading has been on a steady incline. The students of Reavis receive daily reading instruction using Guided Reading as the strategy to provide students with differentiated reading instruction that is target to meet their individual needs. Students also engage daily in Independent Reading with builds their stamina for reading as well as builds their vocabulary. The nation school attainment goal for SY18 is 40% and for SY19 it is 50%.	33.00	46.00	40.00	50.00	55.00

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

National School Attainment in Mathematics has been increasing steadily. There is a focus on teachers providing small group guided instruction in math. Students have access to grade level content and also receive targeted instruction around areas that they need support in to bring them up to grade level. The expectation is that with the supports in place, the national school mathematics attainment percentile will continue to increase. The goal for SY18 is 30.00 and for SY19 the goal is 40%.	27.00	40.00	35.00	40.00	45.00

National School Attainment Percentile - Reading (Grade 2)

The National School Attainment Percentile took a dip in SY16 but then recovered in SY17. Teachers are using Guided Reading Instruction and also using time during the Intervention Block to work with students on targeted areas of challenge. The goal for SY18 is 45.00 and for SY19 the goal is 50.00.	4.00	55.00	45.00	50.00	55.00

National School Attainment Percentile - Math (Grade 2)

The National School Attainment Percentile took a dip in SY16 but then recovered in SY17. Teachers are using small group mathematics Instruction and also using time during the Intervention Block to work with students on targeted areas of challenge. Math Talks and engaging students in monthly math problems that required them to not only solve the problem but also the explain the process they took to solve the problem will prepare students for success on any assessment. The goal for SY18 is 45.00 and for SY19 the goal is 50.00.	5.00	25.00	30.00	35.00	40.00

% of Students Making Sufficient Annual Progress on ACCESS

DNA	*(Blank)*	*(Blank)*	0.00	0.00	0.00

Average Daily Attendance Rate

The attendance for SY17 was 94.80. Attendance continues to be an area of concern. Structures are in place to improve attendance in all grades Pre-K - 8. The goal for SY18 is 95.00 and for SY19 the goal is 96.00.	93.90	94.80	95.00	96.00	96.00

My Voice, My School 5 Essentials Survey

DNA	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*

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.	1.59	0.80	0.82	0.76	0.71
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.	2.22	0.00	0.00	0.00	0.00
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.	1.65	0.80	0.82	0.76	0.71
% 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.	8.33	0.00	0.00	0.00	0.00
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.	3.97	4.39	4.83	4.35	3.91
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)*	64.00	70.00	77.00	81.00

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
* deconstruct the Common Core Standards to identify what students need to learn and be able to do and and use that information to build high quality, rigorous student tasks that are common core aligned and provide students high quality Tier I instruction. * use Guided Reading and Guided Math to address their areas of challenge as identified on the NWEA districtwide assessment.	alignment between CCSS, objective, student work task, and small group instructional focus. You will also see academic language in use, teacher facilitating instruction, students working independently and in small groups while the teacher assesses student progress	a 10% increase in the percentage of students who are working at attainment in both Reading and Mathematics.

Tags:
Instruction, Guided reading, Academic rigor, Ccss math

Area(s) of focus:
1

Action step	Responsible	Timeframe	Status
Provide professional development to ensure that all teachers know how to deconstruct the Common Core State Standards to arrive at what students need to know and be able to do.	Principal, ILT	Aug 30, 2018 to Aug 30, 2018	Not started

Ccss all

Provide professional development to ensure that teachers know how to build high quality DOK Level 3 and 4 student work tasks and assessments that are aligned to the Common Core Standards.	Principal, ILT, Network ISL	Aug 30, 2018 to Aug 30, 2018	Not started

Formative assessments, benchmarks

Provide professional development to ensure that all teachers know how to use NWEA data to inform instruction grouping and also to inform instructional practices.	ILT	Aug 27, 2018 to Aug 31, 2018	Not started

Professional development, Learning continuum

Provide Guided Reading and Guided Math Professional Development	Fountas and Pinnell ILT	Aug 27, 2018 to Aug 31, 2018	Not started

Professional development, Guided reading, Guided math

Provide students with differentiate student work tasks to reflect student capacity as identified by NWEA data	Teachers	Sep 4, 2018 to Jun 18, 2019	Not started

Differentiated instruction, Student work

Provide students with learning Tasks are reflective of the key shifts in literacy and mathematics	Teachers	Sep 4, 2018 to Jun 18, 2019	Not started

Literacy, Mathematics, Key shifts

Engage students in rigorous mathematical ideas that require students to engage in productive struggle.	Teachers	Sep 4, 2018 to Jun 18, 2019	Not started

Mathematical practices, Productive struggle

Strategy 2

If we do...	...then we see...	...which leads to...
a variety of Common Core Aligned teacher created and teacher selected formative and summative assessments that address student learning styles, analyze student work weekly, and provide monthly Gradebook analysis	students meeting the objectives, reduced student failures and a closer alignment between student grades and NWEA Test scores.	improved student mastery evidenced by 40% attainment in math, 50% attainment in reading, and 85% growth in mathematics and reading NWEA scores, decreased number of off-track students evidenced with a 75% on-track rate.

Tags:
Balanced grading and assessment

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status
All K - 8 grade students will be progress three times a year using the Stride Interim assessments.	Teachers, ILT, Principal	Oct 8, 2018 to May 17, 2019	Not started

Assessment, Intervention, Progress monitoring

Provide students with opportunities to retake any assessment or work task on which they score below the 70th percentile.	Teachers	Sep 4, 2018 to Jun 18, 2019	Not started

Assessment

Use the Student Work Protocol to analyze student work during weekly Teacher Team Meetings. Use feedback from the student work to inform teacher instructional practices.	Teachers, Principal	Sep 4, 2018 to Jun 18, 2019	Not started

Student work, Student work protocol

Create Reavis Grading Policy in collaboration with teachers and share that policy with all teachers, students, and parents.	ILT, Principal, Teachers	Aug 29, 2018 to Aug 31, 2018	Not started

Grading policy, Standards based grading

Encourage use of student and parent portal to track grades and progress	Teacher, Principal	Sep 4, 2018 to Jun 18, 2019	Not started

Assessment

Teachers will assess student learning during instruction using running records and checklists with rubrics.	Teacher	Sep 4, 2018 to Jun 18, 2019	Not started

Assessment

Strategy 3

If we do...	...then we see...	...which leads to...
provide students with high quality Tier I instruction by planning instruction using the CCSS and also the curriculum maps and pacing guides that are available on the CPS Knowledge Center use the Gradual Release of Responsibility instructional delivery method to deliver instruction work with students on specific skills through the Guided Reading strategy, and provide students with additional targeted support during the Reading and Mathematics Intervention Blocks	classrooms where teachers are delivering instruction using GRR, students are fully engaged in the student work task, teachers are working with students at the Guided Reading or Guided Math table and also providing students with opportunities to practice their skills at learning centers	improved instructional practices and delivery and will result in a 10% increase in Reading and Math attainment and a 10% increase in the percentage of students meeting or exceeding their growth targets in both Reading and Mathematics.

Tags:
Intervention, Instruction, Guided reading, Gradual release of responsibility, Peer to peer observations, Learning cycles

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
Support teachers while engaging in lesson planning. Provide opportunities for teachers to plan together during weekly team meeting time.	Principal, Teachers	Sep 4, 2018 to Jun 18, 2019	Behind

Lesson planning, Grade level team meetings

Provide PD to refresh teacher understanding and use of Gradual Release of Responsibility instructional delivery model.	Principal, ILT	Aug 27, 2018 to Aug 27, 2018	Behind

Professional development, Gradual release of responsibility

Provide ongoing professional development around the implementation of Guided Reading and the implementation of Learning Centers.	Principal, ILT	Aug 27, 2018 to Jun 18, 2019	Not started

Professional development, Guided reading, Learning centers

Quarterly Peer Observations focused on Guided Reading and Gradual Release of Responsibility.	Principal, ILT	Oct 15, 2018 to May 15, 2019	Not started

Peer observation

Read articles on the effective implementation of Guided Reading and Learning Centers	Principal, ILT	Aug 27, 2018 to Aug 31, 2018	Not started

Guided reading, Professional reading, Learning center

Provide students with target Reading and Math support during the daily Intervention Block using STRIDE Academy, Odyssey Learning, and Blue Streak Mathematics	Teachers	Sep 4, 2018 to Jun 18, 2019	Not started

Interventions, Mathematics, Reading

Begin each math period with a Math Talk	Teacher	Sep 4, 2018 to Jun 18, 2019	Not started

Math curriculum

Use Mars Tasks to assess student learning	Teacher	Sep 4, 2018 to Jun 18, 2019	Not started

Math, Assessment

Provide Professional Development around Writing in Mathematics	Principal, ILT, UChicago	Aug 27, 2018 to Aug 31, 2018	Not started

Professional development, Writing, Mathematics

Independent Reading will take place every day in all K - 8 classrooms and respond to their reading in their Reading Journals. The Independent Reading Stamina Charts are used to document the amount of time students are able to read independently without interruption. The practice will take place at different times in classrooms based upon the grade level.	Teachers	Sep 4, 2018 to Jun 18, 2019	Not started

Independent reading, Response journals

Implement Word of the Week across all grade levels. Also, use Sadlier Vocabulary Books with Fidelity	Teachers	Sep 4, 2018 to Jun 18, 2019	Not started

Vocabulary

Incorporate DOK Levels Three and Four Questioning and Student Work Task into the instructional program	Teachers	Sep 4, 2018 to Jun 18, 2019	Not started

Dok, Questioning & discussion

Provide afterschool reading and math support and enrichment classes	Teachers	Oct 15, 2018 to May 15, 2019	Not started

Enrichment, After school, Remediation

Provide MTSS support to students below the 20th percentile.	MTSS Team, Teachers	Oct 15, 2018 to Jun 18, 2019	Not started

MTSS

Strategy 4

If we do...	...then we see...	...which leads to...
Follow the scope and sequence in reading and mathematics that is aligned to the CCSS and create weekly lesson plans that show evidence of alignment between CCSS, objective, and student work task	staff members who are implementing aligned, differentiated curriculum and who are providing students with opportunities to engage in differentiated work tasks and assessments	an increase in both student growth and attainment by 10% as evidenced by the NWEA Spring to Spring assessments.

Tags:
Curriculum, Differentiated instruction, Lesson plans

Area(s) of focus:
4

Action step	Responsible	Timeframe	Status
Provide time for students to lesson plan at weekly Teacher Team Meetings using the CCSS aligned Reading and Mathematics Scope and Sequence. **Lesson planning, Teacher team meet**	Principal	Sep 4, 2018 to Jun 18, 2019	Behind
Implement and reinforce whole school foci in literacy and mathematics through observation with actionable feedback. **Observation, Instructional foci**	Principal	Sep 4, 2018 to Jun 17, 2019	Not started
Small Group Instruction - Small group instruction around areas of deficiency as identified by the NWEA Learning Continuum. Small group instruction can also be planned around data from classroom assessments and/or exit slips. Teachers pull small groups during the Independent Work portion of GRR and also during the Intervention Block which occurs every day for at least 45 minutes. **Small group instruction, Learning continuum**	Teachers	Sep 4, 2018 to Jun 18, 2019	Not started
Pace units and lessons to ensure that all necessary material and standards are covered in the course of the year. **Lesson plans**	Teacher	Sep 4, 2018 to Jun 18, 2019	Not started
Cycles of Learning will be used to fully implement the Guided Reading Strategy. **Cycles of learning**	Principal, ILT	Sep 4, 2018 to Jun 18, 2019	Not started

Action Plan

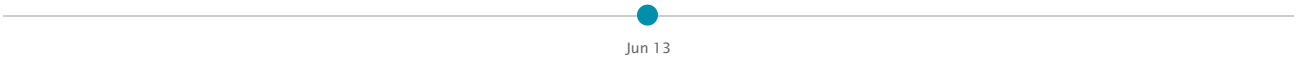
Strategy 1

NOT STARTED

Provide professional development to ensure that all teachers know how to deconstruct the Common Core State Standards to arrive at what students need to know and be able to do."

Aug 30, 2018 to Aug 30, 2018 - Principal, ILT

Status history



NOT STARTED

Jun 13, 2018
Evidence
Sign in Sheets and Agendas from Professional Development Days

NOT STARTED

Provide professional development to ensure that teachers know how to build high quality DOK Level 3 and 4 student work tasks and assessments that are aligned to the Common Core Standards."

Aug 30, 2018 to Aug 30, 2018 - Principal, ILT, Network ISL

Status history

NOT STARTED

Jun 13, 2018
Evidence
Sign In Sheets and Agendas from Professional Development

NOT STARTED

Provide professional development to ensure that all teachers know how to use NWEA data to inform instruction grouping and also to inform instructional practices."

Aug 27, 2018 to Aug 31, 2018 - ILT

Status history

NOT STARTED

Jun 13, 2018
Evidence
Sign in Sheet, Agendas

NOT STARTED

Provide Guided Reading and Guided Math Professional Development"

Aug 27, 2018 to Aug 31, 2018 - Fountas and Pinnell ILT

Status history

NOT STARTED

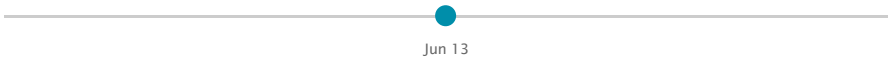
Jun 13, 2018
Evidence
Sign In Sheets, Agendas

NOT STARTED

Provide students with differentiate student work tasks to reflect student capacity as identified by NWEA data"

Sep 04, 2018 to Jun 18, 2019 - Teachers

Status history



NOT STARTED

Jun 13, 2018
Evidence
Lesson Plans, Student Work Task, Observation

NOT STARTED

Provide students with learning Tasks are reflective of the key shifts in literacy and mathematics"

Sep 04, 2018 to Jun 18, 2019 - Teachers

Status history

NOT STARTED

Jun 13, 2018
Evidence
Lesson Plans, Student work tasks, observations

NOT STARTED

Engage students in rigorous mathematical ideas that require students to engage in productive struggle."

Sep 04, 2018 to Jun 18, 2019 - Teachers

Status history

NOT STARTED

Jun 13, 2018
Evidence
Lesson Plans, Student Work Tasks

Strategy 2

NOT STARTED

All K - 8 grade students will be progress three times a year using the Stride Interim assessments."

Oct 08, 2018 to May 17, 2019 - Teachers, ILT, Principal

Status history

NOT STARTED

Jun 13, 2018
Evidence
Screening Test Results, Reavis NWEA Progress Monitoring Tool

NOT STARTED

Provide students with opportunities to retake any assessment or work task on which they score below the 70th percentile."

Sep 04, 2018 to Jun 18, 2019 - Teachers

Status history

NOT STARTED

Jun 13, 2018
Evidence
Gradebook Audits

NOT STARTED

Use the Student Work Protocol to analyze student work during weekly Teacher Team Meetings. Use feedback from the student work to inform teacher instructional practices."

Sep 04, 2018 to Jun 18, 2019 - Teachers, Principal

Status history

NOT STARTED

Jun 13, 2018
Evidence
Team Meeting Agendas and Minutes

NOT STARTED

Create Reavis Grading Policy in collaboration with teachers and share that policy with all teachers, students, and parents."

Aug 29, 2018 to Aug 31, 2018 - ILT, Principal, Teachers

Status history

NOT STARTED

Jun 13, 2018
Evidence
Team Meeting Agenda, Minutes, Reavis Grading Policy

NOT STARTED Encourage use of student and parent portal to track grades and progress"

Sep 04, 2018 to Jun 18, 2019 - Teacher, Principal

Status history

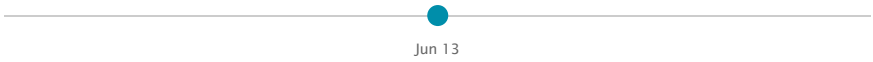
NOT STARTED

Jun 13, 2018
Evidence
Parent Portal Usage Data

NOT STARTED Teachers will assess student learning during instruction using running records and checklists with rubrics."

Sep 04, 2018 to Jun 18, 2019 - Teacher

Status history



NOT STARTED

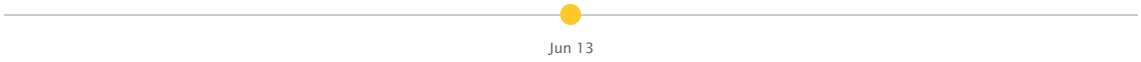
Jun 13, 2018
Evidence
Running Records, Check lists, Rubrics

Strategy 3

BEHIND Support teachers while engaging in lesson planning. Provide opportunities for teachers to plan together during weekly team meeting time."

Sep 04, 2018 to Jun 18, 2019 - Principal, Teachers

Status history



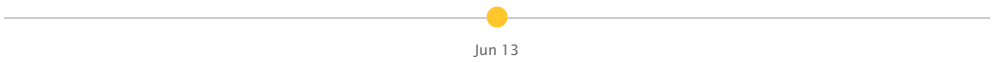
BEHIND

Jun 13, 2018
Problem
Team Meeting Agendas, Lesson Plans
Root Cause
Next steps

BEHIND Provide PD to refresh teacher understanding and use of Gradual Release of Responsibility instructional delivery model."

Aug 27, 2018 to Aug 27, 2018 - Principal, ILT

Status history



BEHIND

Jun 13, 2018
Problem
Agenda, Feedback Forms from Participants
Root Cause
Next steps

NOT STARTED Provide ongoing professional development around the implementation of Guided Reading and the implementation of Learning Centers."

Aug 27, 2018 to Jun 18, 2019 - Principal, ILT

Status history

NOT STARTED

Jun 13, 2018
Evidence
Agenda, Feedback Forms from Participants

NOT STARTED

Quarterly Peer Observations focused on Guided Reading and Gradual Release of Responsibility."

Oct 15, 2018 to May 15, 2019 - Principal, ILT

Status history

NOT STARTED

Jun 13, 2018
Evidence
Observation Feedback, Schedules

NOT STARTED

Read articles on the effective implementation of Guided Reading and Learning Centers"

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

Status history

NOT STARTED

Jun 13, 2018
Evidence
Copy of Article, Agendas from Meetings

NOT STARTED

Provide students with target Reading and Math support during the daily Intervention Block using STRIDE Academy, Odyssey Learning, and Blue Streak Mathematics"

Sep 04, 2018 to Jun 18, 2019 - Teachers

Status history

NOT STARTED

Jun 13, 2018
Evidence
Lesson Plans, Stride and Odyssey Usage Reports. Interim Assessments

NOT STARTED

Begin each math period with a Math Talk"

Sep 04, 2018 to Jun 18, 2019 - Teacher

Status history

NOT STARTED

Jun 13, 2018
Evidence
Lesson Plans, Observations

NOT STARTED

Use Mars Tasks to assess student learning"

Sep 04, 2018 to Jun 18, 2019 - Teacher

Status history

NOT STARTED

Jun 13, 2018
Evidence
Lesson Plans, Observations

NOT STARTED

Provide Professional Development around Writing in Mathematics"

Aug 27, 2018 to Aug 31, 2018 - Principal, ILT, UChicago

Status history

NOT STARTED

Jun 13, 2018
Evidence
Sign In Sheets, Agenda

NOT STARTED

Independent Reading will take place every day in all K - 8 classrooms and respond to their reading in their Reading Journals. The Independent Reading Stamina Charts are used to document the amount of time students are able to read independently without interruption. The practice will take place at different times in classrooms based upon the grade level."

Sep 04, 2018 to Jun 18, 2019 - Teachers

Status history

NOT STARTED

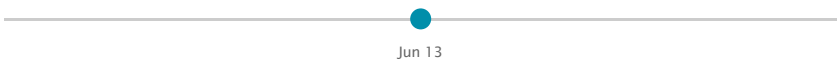
Jun 13, 2018
Evidence
Reader Response Journals, Reading Stamina Charts, Lesson Plans, Observations

NOT STARTED

Implement Word of the Week across all grade levels. Also, use Sadlier Vocabulary Books with Fidelity"

Sep 04, 2018 to Jun 18, 2019 - Teachers

Status history



NOT STARTED

Jun 13, 2018
Evidence
Lesson Plans

NOT STARTED

Incorporate DOK Levels Three and Four Questioning and Student Work Task into the instructional program"

Sep 04, 2018 to Jun 18, 2019 - Teachers

Status history

NOT STARTED

Jun 13, 2018
Evidence
Lesson Plans, Student Work Tasks, Observations

NOT STARTED

Provide afterschool reading and math support and enrichment classes"

Oct 15, 2018 to May 15, 2019 - Teachers

Status history

NOT STARTED

Jun 13, 2018
Evidence

Sign in Sheets, Attendance Logs

NOT STARTED Provide MTSS support to students below the 20th percentile."

Oct 15, 2018 to Jun 18, 2019 - MTSS Team, Teachers

Status history

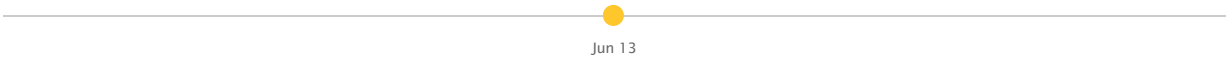
NOT STARTED Jun 13, 2018
Evidence
MTSS Meeting Agendas, Intervention Logs, Progress Monitoring Data

Strategy 4

BEHIND
Provide time for students to lesson plan at weekly Teacher Team Meetings using the CCSS aligned Reading and Mathematics Scope and Sequence."

Sep 04, 2018 to Jun 18, 2019 - Principal

Status history



BEHIND Jun 13, 2018
Problem
Teacher Team Meeting Agendas and Minutes
Root Cause
Next steps

NOT STARTED Implement and reinforce whole school foci in literacy and mathematics through observation with actionable feedback."

Sep 04, 2018 to Jun 17, 2019 - Principal

Status history

NOT STARTED Jun 13, 2018
Evidence
Copies of observational feedback. Evidence of Instructional Foc

NOT STARTED
Small Group Instruction - Small group instruction around areas of deficiency as identified by the NWEA Learning Continuum. Small group instruction can also be planned around data from classroom assessments and/or exit slips. Teachers pull small groups during the Independent Work portion of GRR and also during the Intervention Block which occurs every day for at least 45 minutes."

Sep 04, 2018 to Jun 18, 2019 - Teachers

Status history

NOT STARTED Jun 13, 2018
Evidence
Lesson Plans, Exit Slips, Observation

NOT STARTED Pace units and lessons to ensure that all necessary material and standards are covered in the course of the year."

Sep 04, 2018 to Jun 18, 2019 - Teacher

Status history

NOT STARTED

Jun 13, 2018
Evidence
Lesson Plans

NOT STARTED

Cycles of Learning will be used to fully implement the Guided Reading Strategy."

Sep 04, 2018 to Jun 18, 2019 - Principal, ILT

Status history

NOT STARTED

Jun 13, 2018
Evidence
Cycles of Learning

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

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

ESSA Program

◉ ESSA Schoolwide Program

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

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

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

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

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy Complete

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

Parents are involved by getting their input during PAC meetings, LSC, meetings and also during the Chat and Chew. Parents will also be able to provide input throughout the year which will be uploaded and included in this plan.

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 PAC Annual Meeting will be take place on Tuesday, September 9, 2018, at 9:00 a.m. and the Organizational Meeting will take place on Tuesday, September 9, 2018, at 10:30 a.m.

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.

The information will be shared with parents quarterly and will also be posted on the website or parental review. The information will also be shared monthly at the PAC, LSC, and Chat and Chew meetings.

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.

Parent input is solicited throughout the school year and parent suggestions are provided via input at parent meetings and also through input from informal parent surveys as well as the parent input on the 5Essential Survey.

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.

In the event that a teacher is not highly qualified to teach the subject they are assigned to teach a letter will be sent home to parents to make them aware of the situation. Also, the school will work diligently to hire highly qualified individuals for all positions.

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.

Parents will be provided with information regarding monitoring their child's progress, working with educators, and understanding assessments during parent training in November of each year.

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

Parent training will scheduled and delivered according to parent needs in conjunction with the Parent Advisory Council meeting days. Training will be delivered by the principal, other parents, or outside vendors.

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.

This professional development will take place during the all professional development time and will be revisited throughout the school year.

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.

Monthly parent training will be offered through the Early Childhood department

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.

Monthly parent newsletters will be sent home to parents to keep them abreast of all programs, meetings, and activities.

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
Reavis will provide a rigorous, high quality education that utilizes integrated units of study to enhance content area instruction to prepare students for college and careers. Collaborative learning and hands on learning will guide the development of independent critical thinking and problem solving skills. Students will be supported with social, academic, health, and technological resources to address the range of needs in our community.
OUR VISION
Reavis will become a respectful community that is academically, socially, and technologically enriched and centered on the unique talents and abilities of all children. Students will graduate as confident lifelong learners who are civic minded and well-rounded.

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

Parent-Teacher conferences will take place on November 17, 2018, and April 10, 2019.

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

Parents will receive progress reports for their child every five weeks. Parents will also be encouraged to sign up for Parent Portal and regularly monitor their child's progress.

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

Parents will have an opportunity to communicate with teachers and administration by appointment only due to the current teacher scheduling. Parent will be able to meet with the principal by appointment as well. Teachers and administration will respond to parent requests to set up a meeting within 24 hours.

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

Parents will be encouraged to volunteer at Reavis. Parent observations will be encouraged but must be scheduled with administration. Parents will also be encouraged to chaperone field trips.

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

Parents will monitor their child's homework and participate in assisting their child with homework. The will monitor homework, classwork, quizzes, and attendance by using Parent Portal regularly.

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

Parents will have an opportunity to communicate with teachers and administration by appointment only due to the current teacher scheduling. Parent will be able to meet with the principal by appointment as well. Teachers and administration will respond to parent requests to set up a meeting within 24 hours.

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

Teachers will conduct goal setting meetings with students at least three times a year. Copies of the goal setting document will be shared with parents. Students will receive awards for perfect attendance as well as classroom awards for good attendance. Teachers will use the CHAMPS management system as well as PBIS to encourage good student behavior and great classroom management.

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.

Increase parental involvement and build teacher/staff relationships and parent workshops on improving parenting

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
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.	$ 1443 .00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ Amount .00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$ Amount .00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ Amount .00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$ Amount .00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$ Amount .00
53510	**Postage** Must be used for parent and family engagement programs only.	$ Amount .00
53306	**Software** Must be educational and for parent use only.	$ Amount .00

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

$ Amount .00

© 2018 - CPS CIWP