



Jackie Robinson Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

| Date | Participants | Topic |
|------------|---|---|
| 12/13/2017 | Ms. Hill, Ms. Fisher, Ms. Berry, and Principal Hobbs | Parent Survey |
| 01/11/2018 | Ms. Hill, Ms. Fisher, Ms. Berry, and Principal Hobbs | Parent Survey |
| 01/30/2018 | Ms. Hill, Ms. Fisher, Ms. Berry, and Principal Hobbs | School Assessment |
| 02/20/2018 | Ms. Hill, Ms. Fisher, Mr. Moore, Ms. Thompson, Ms. Davis, and Ms. Berry | School Assessment |
| 03/12/2018 | Ms. Hill, Ms. Thompson, Ms. Hopkins, Mr. Moore, Ms. Foggs, and Ms. Berry | Target Areas |
| 03/22/2018 | Ms. Hill, Ms. Fisher, Ms. Berry, Mr. Jackson, and Ms. Hopkins | Strategies |
| 04/04/2018 | Ms. Brittany, Mr. Moore, Ms. Hobbs, Ms. Hill, and Ms. Davis | Parent Survey, Parent Plan |
| 04/03/2018 | Ms. Greene, Ms. Foggs (DSL), and Ms. Hobbs | Strategies |
| 04/05/2018 | Ms. Thompson and Ms. Hill | Parent Plan |
| 04/13/2018 | Ms. Silva, Ms. Douglas, Ms. Harper, Ms. Foggs, Ms. Stancescu, Ms. Randall, Ms. Bonds, Mr. Jackson, Ms. Fisher, Ms. Berry, Ms. Hill, and Principal Hobbs | Balanced Assessment and Grading Research |
| 04/20/2018 | Ms Hill , Ms Thompson | Target Strategies |
| 04/20/2018 | Ms Hill, Ms. Hobbs | Incorporating Culture and Climate across Strategies |

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

Leadership has demonstrated a commitment to fulfilling the vision of Jackie Robinson Community and Chicago Public Schools. Principal Hobbs collaborated with all teachers as the Interim Principal assigned for SY17 to determine the immediate needs of the school after reviewing the EOY data for students - Principal Plan. She reviewed the CIWP created by the team to determine the level of implementation and made adjustments through collaboration with all stakeholders - LSC/TT (Principal Plan). BOY/MOY SY18 Principal Hobbs revisited the CIWP/SOS with the staff, LSC, and parents (Power point slides, agendas, and the /sign-in sheets) Principal Hobbs meets with the PAC and LSC members to share how the vision created is progressing and receive feedback on ways to move forward (agendas, sign-in sheets, and announcements). The direct result of those collaborations created a seamless transition for the school to align instruction with the Network's expectations. Small group instruction used for guided reading - Balanced Literacy (Network 9 Vision) The 5 Essentials for SY17 indicated that the school was well organized for success that included all stakeholders.

Robinson achieved 99% growth in reading and 99% growth in math based on the data provided by NWEA EOY SY17. The growth indicated an upward trend from SY16 with 92% growth in reading and 87% in mathematics. PARCC indicated that Robinson had the 5th highest gains in Reading and Mathematics for SY17.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1 **2** 3 4

Jackie Robinson's ILT Effectiveness scored a rating of 20 based on the rubric provided by CPS. The ILT agendas and minutes indicate that bi-monthly meetings were focused on the data and its implications for redirecting instructional practices that will impact student development - scheduled meetings. Secondly, minutes reflected root causes for the data followed by brainstorming on strategies to support instruction - protocols/probing questions. Finally, our minutes provide a flexible structure for monitoring implementation of strategies to impact student learning and gauge the effectiveness of our teaching. Teacher Team meetings afforded our teachers the opportunities to share best practices, MTSS grows/glows, and collaboration about supports for DSL - see minutes. The 5 Essentials for SY18 should reflect well developed for collaboration for the entire teaching staff. We have emerged and are at a development stage as teachers collaborate to increase student attainment. Our goals are for the peer coaching with feedback to become a regular part of support; the use of google docs to share best practices; and on-going collaboration beyond the meetings.

During the SY17 school year the ILT focused on closing the gap for students achieving at national norms in an effort to prepare students for college and career readiness. Students attainment level increased from 56.3% to 85.10% in SY17 as a direct result of modeling effective strategies to redirect instructional practices of teachers. P.E. and Art incorporated mathematics into their lesson for real life connections. DSL students growth increased from 50% in SY16 to 52% in SY17 - collaboration with Gen ED teachers. Moving into SY19 we will continue to focus on monitoring collaborations to impact student growth and attainment.

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
 - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
 - Relentlessly ask, "Is it working?" about every program, initiative, and strategy in the school.
 - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
 - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "If not, why not?"
- **Share leadership for improving teaching and learning with representative school members.**
 - Organize the team around a common understanding of team's purpose and instructional priorities.
 - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
 - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
 - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
 - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
 - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
 - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
 - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
 - Meet regularly (2-4 times per month).
 - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
 - All team members have equity of voice and are actively engaged in asking questions.
 - Celebrate small wins and improvements.
 - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|---|--|
| Suggested Evidence | <ul style="list-style-type: none"> ✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus |
| Measures | ✓ 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 | |
| | <ul style="list-style-type: none"> ✓ Instructional Leadership Team Planning Tools ✓ PLC and Mentoring Coaching Resources |

Professional Learning:

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

Score

1 2 **3** 4

Jackie Robinson's Professional Plan was based on our Theory of Action after analyzing SY17 EOY data then adjusted after BOY/MOY SY18 data (see both plans). Balanced Literacy and Guided Reading have been on-going PDs for all teachers to support literacy instruction using small groups (see agendas and feedback surveys). Network 9 ELA ISLs have conducted PD sessions on reading strategies and one-on-one coaching with teachers as needed (see emails with feedback). Amplify has conducted 4 sessions here at the school for K-2 teachers, as they analyzed data to determine their instructional focus. Robinson adopted Super Kids for ELA in SY18; therefore, teachers have participated in numerous PDs and one-on-one coaching sessions here at the school. CPS have conducted SUMMITS that focused on Agency, Authority, and Identity using the teacher-teach model, as the district moves forward with increasing student engagement and ownership of learning (SUMMIT Plan). Second Grade teacher participated in Attainment sessions where teachers developed Heat Maps based on their MOY NWEA data and collaborated with peers in Network 9 (see MOY Instructional Plan/Heat Maps for ELA/Math). All teachers received PD on the development of Heat Maps to analyze their MOY data then developed their 16 week plan for ELA/Math instruction based on the data (MOY-EOY Plans). Data analysis to drive instruction is important, however, we must work more on the planning, strategies, and assessments to monitor student growth.

SY18 MOY TRC proficiency data indicated Kindergarten dropped from 73% to 55% for students. First grade data decreased by 1% and Second grade increased from BOY at 35% to MOY at 66%. Data driven PD conducted by the Network and Principal Hobbs enabled teachers to analyze their practices for data analysis then design an in-depth instructional plan based on the needs of their students.

Guide for Professional Learning

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

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|---|--|
| Suggested Evidence | <ul style="list-style-type: none"> ✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished) |
| Measures | <ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers |
| Five Essentials | <ul style="list-style-type: none"> Effective Leaders Collaborative Teachers |
| MTSS Framework | Shared Leadership, Curriculum & Instruction |
| CPS Framework for Teaching | <ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism |
| CPS Performance Standards for School Leaders | <ul style="list-style-type: none"> 82. Observes and Evaluates Staff and Gives Feedback to Staff 86. Professional Development Provided for Staff |
| NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING | |
| | <ul style="list-style-type: none"> ✓ Teaching the Teachers ✓ Making Better Use of Research ✓ Upcoming Professional Learning Opportunities ✓ Framework for Teaching PD Modules |

Aligned Resources:

Resources (e.g. time, budget, staff, and community resources) are aligned to school priorities. Improving achievement guides

Score

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.

1 2 3 4

All resources have been aligned to support the academic and SEL development of students enrolled at Jackie Robinson Elementary School. The staff has collaborated to determine which partnerships were essential to the vision established then worked with the leaders of these organizations to share how they could best support our community - extremely effective. Scheduling was based on staff collaboration during SY17 to determine which programs would remain, funding sources, and identifying areas of immediate need before we entered SY18 (agendas and CIWP updated).

Attendance in SY18 has been impacted based on the partnerships established within our community that are supporting our students throughout the week. Kindergarten's improved from 96.58 to 96.78, first grade improved from 92.90 to 93.36, second grade 72.22 to 92.23, and third grade has remained at 97.16. Our target is 95% for the entire school year and we are at 95.22 as of May 2018. If students are not present on a regular basis and receiving the additional support required to develop their foundational skills then growth will not happen.

Each year the schedule is developed based on the DSL to insure that their integration with their general education peers is focused based on their IEPs. Students are able to participate in ELA, STEM, Humanities, lunch, and all enrichment periods with their peers (see Master Schedule). Mr. Clark, the P.E. Teacher, pushes into the ELA and STEM block to support our first grade students based on their SY18 BOY data (see schedule/SY18 BOY data). Integration has been 100% for self-contained students during STEM activities, enrichment, field trips, and Junior Achievement (schedules and photos).

Robinson has been afforded the opportunity to have strategic partnerships within our community. Alderman King of Ward 4 has supported our school with new technology (classrooms), working with CPD to create safe passage for our families (CPD incidents), and repair on a sewer in the middle of the play lot. Pastor Swanson of New Community Covenant Church has provided tutors Tuesday - Friday that work directly with students to close the achievement gap in reading (see schedule). HPKWAC volunteers every Tuesday with our first grade students to support their literacy - former Professors at U of C (see schedule). Chicago Hyde Park Arts Center works with students during their STEAM hour (Art Show in May 2018). Chess in the Park was introduced by Alderman King in SY17, however, we have continued with this partnership to expose our students to strategic thinking through play that is not solely based on a digital platform (Chess schedule). Dance was purchased for SY18 based on the SY17 EOY survey completed by students (recital programs).

Guide for Aligned Resources

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

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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.

The Network 9 Curriculum Pacing Map based on the CCSS reflect adherence to the CPS Content Frameworks (Math, Science, Social Science, and Literacy) to ensure alignment of scope, text, and task complexity. The Maps provide a range and depth to knowledge and understanding of learning experiences that are language and content rich across grade levels.

There are areas that need more development to ensure a quality education and create a climate for learning:

Develop an instrument to monitor the consistent usage of Curriculum maps at all grade levels. Aligned units of instruction (horizontally/vertically) to scope and sequence maps which pace units and lessons appropriately.

Develop assessment instruments to determine mastery.

Have consistent time to examine formative data to determine the Mastery and the pace of the goals and objectives from the unit.

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 Needs to be added to weekly plans along with identifying the essential understandings.

There is a need for teachers to revise the current lesson plan template to reflect the use of the curriculum maps.

Use of text at various levels of complexity.

Develop teacher friendly unit plans which can be used to create daily and weekly lesson plans.

To have professional development quarterly to reflect on the implementation of Curriculum Maps and monitor fidelity.

Integrate social emotional and academic learning into all content areas. While classrooms do go on field trips for Real World Learning we need to align these resources to the curriculum so it is done in a more purposeful and meaningful way that will become a part of the school's culture. Some classrooms have Incorporated web capabilities for interactivity and information sharing, but this is not consistent throughout the entire school. Some classrooms have developed Partnerships with City institutions such as third grade has partner with Chicago Children's Choir to integrate field-based learning.

There is a need for each grade level to have partnerships that are aligned to each grade level academic and social goals.

Based on the SY18 MOY NWEA and TRC data less than 60% of our students are at attainment for ELA and Mathematics. In an effort to close the achievement gap vertical and horizontal alignment are required - 80% of all students at attainment by EOY.

Guide for Curriculum

- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.

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

Evidence, Measures, and Standards

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

Instructional Materials:

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

Score

1 2 3 4

There are a variety of resources available for the staff. However, there is a need for a universal curriculum. The school's curriculum is based on the CCSS aligned with Network 9 Pacing for Instruction. There needs to be additional training for effective small groups to use Envision, Mystery Science, and Reading Street. Additionally, the resources that were purchased to meet the Common Core standards and provide rigor.

Revised Curriculum maps need to be align to include technology across all grade levels.

Available Resources :

CHAMPS , Reading A-Z, Interventions, OSEL - Second Step, Creative Curriculum, Heggerty , IXL Math (as additional support), Accelerated Reading (as additional support), Achieve 3000, and Mystery Science

The available resources are varied and flexible, teachers select the resources based on the objectives and the needs of their learners. There's a variety of quality media manipulatives and supplies that can be used to achieve learning outcomes. For example, staff have access to document cameras, smart boards, classroom library books at various levels, manipulatives to support students with Hands-On, math games to support students with learning, online digital resources as well as paper resources. There is a need to align the resources to the current map to make sure they are being used in the most strategic ways consistently across grade levels. New resources were assigned to classrooms based on the student developmental appropriateness. For example, Chromebooks were assigned to grades two, while I pads are used in lower grade classroom. New materials for Math and literacy were added and update it and response to new understandings. Additional resources are needed for the diverse learner teacher.

Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources That has been purchased by the school.

Students interact with instructional materials On a daily basis to engage all modalities in the learning process. Students use pencil and paper as well as manipulative and Technology resources each day.

Technology is integral to students learning experiences. However the school needs to have a strategic school-wide plan to consistently provide learning experiences that gives students the opportunity to be users and creators of Technology. Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills. Classroom teachers use guided reading materials which provides students with look at their independent reading level teachers use on grade level math which is supplemented by resources such as IXL which provides students with the opportunity to work at different grade levels to improve their skills. The materials the school utilizes include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge and include alternative pathways especially choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning. Student have daily access to digital resources such as Reading A-Z, IXL Math , Achieve 3000 , teacher created WebQuests and hands on materials such as high quality literacy books that they are allowed to choose and use each day in the classroom to read as well as take home library books, Math manipulatives and games that provides students with a choice of materials to use each day as a part of their learning these materials meet the cognitive linguistic social emotional physical and aesthetic needs of the students. In addition, teachers use consumables both print and nonprint to promote active Hands-On learning. For example, the school is a part of the healthy fruit and vegetable program and get samples of healthy fruits and vegetables two to three times each week that they eat. Teachers use these as opportunities to teach students about the fruit and vegetables and how they are a part of your healthy diet and a healthy lifestyle.

MOY NWEA SY18 indicated the following Kindergarten proficiency at 63%; first grade at 22%; second grade at 1%; and third grade at 44%

Teachers scheduled students for specific interventions in all grades to increase the number of students meeting their growth targets. NWEA Screening and Checklist post-MOY indicate that Kindergarten is now at 89%; first grade at 62%; second grade at 78%; and third grade at 84%. Monitoring student progress and teacher pacing will be important moving forward.

All classrooms have received a brand new library with carry-home bags for the students to encourage reading between Parent and Child.

We have brand new IPads to encourage online literacy (Accelerated Reading) and math (IXL) skills. They are fun and very interactive for the students. We have puppets, dolls, career gear in our dramatic play area, visual times, and emotional cards to help children grow, learn, and develop in Social Emotional Learning.

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/updated in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
 - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.

- Materials are in English and native language for English learners.
- Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
 - Students interact with instructional materials to engage all modalities in the learning process.
 - Technology is integral to students learning experiences.
 - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
 - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
 - The teacher models effective use of various materials.
 - Students understand that materials are a means to acquire language, knowledge, and competencies.
 - Technology enhances students' higher order, creative thinking and problem solving.
 - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
 - Students make choices about instructional materials as part of learning.
 - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
 - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|---|---|
| Suggested Evidence | <ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos) |
| Measures | <ul style="list-style-type: none"> ✓ SQRP Attainment and Growth |
| Five Essentials | <ul style="list-style-type: none"> Ambitious Instruction Supportive Environment |
| MTSS Framework | <ul style="list-style-type: none"> Curriculum & Instruction |
| CPS Framework for Teaching | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> A3. Allocates Resources to Support Student Learning, Prioritizing Time |
| NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING | |
| | <ul style="list-style-type: none"> ✓ Universal Design for Learning Guidelines 2.0 ✓ 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

The teachers are required to have at least three grades per content area. This allows the teachers to examine the students' work, analyze their deficits, and plan to either re-teach or provide enrichment - Grade Book Audits/TT minutes.

Teachers create lesson plans each week that reflect the belief that all students can learn. Teachers are required to plan for students at their instructional level in addition to modifying the task so that students are successful with their grade level assignments, convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student - 16 Week EOY Plans.

Teachers have strived to 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, There is a need to revise the curriculum so that students understand that learning is a process. It takes time to get to the right answer and incorrect answers can be seen as learning opportunities - Learning Walks Feedback.

Teachers and administration consistently communicate the necessity of attendance and engagement everyday in order to succeed. Monthly incentives are given out from the principal for attendance classroom teachers provide daily and weekly incentives to encourage attendance through the use of ClassDojo and the school store. Classroom teachers use time each week to assist students with catching up if they've been absent and encouraging them to come each day so they can be successful - Dash Board. Teachers utilize the assessment tools, such as Performance Tasks provided by CPS along with unit tools provided with the purchased materials to plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning. These tasks are aligned with standards-based learning objectives that reflect the depth of knowledge expectations and are integrative to draw on multiple standards. The school has been more successful with using small groups for reading and math, then align instruction with BOY/MOY data.

Moving forward classrooms will use math talks, small group instruction, and math stations for STEM. There is a need to monitor the consistent implementation of these practices across each grade level. Mystery Science provides student with challenging inquiry using a STEM platform - introduced SY18. Reading centers will contain measurable activities to monitor student growth.

SY18 MOY Data indicated that 44% of K-2 students were proficient in ELA and 46% in third grade. Mathematics showed a similar trend for student growth between BOY and MOY for SY18. The exception was second grade which remained flat at 1% due to pacing after lesson plans were reviewed. The level of rigor will be increased based on professional development.

Students in grades K- 3 use Literacy Strategies Based on the work of Harvey and Goudavis which require students to cite evidence from text and write to sources in grade/ age appropriate manners.

The Super Kids based on the CCSS will become a core part of the school's curriculum incorporating DOK: Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.

This 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. There is a need to develop a system to 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 and to consistently analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Guide for Rigorous Student Tasks

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

- Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|---|---|
| Suggested Evidence | <ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students |
| Measures | <ul style="list-style-type: none"> ✓ SGRP Attainment and Growth |
| Five Essentials | Ambitious Instruction |
| MTSS Framework | Shared Leadership, Curriculum & Instruction |
| CPS Framework for Teaching | <ul style="list-style-type: none"> 1.d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning |
| CPS Performance Standards for School Leaders | B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices |
| NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING | |
| | <ul style="list-style-type: none"> ✓ Teaching for Robust Understanding in Mathematics (TRU Math) ✓ Math Practices: What to Look For Observation Tool ✓ Checking In On Classroom Assessment Reflect Today's Higher Standards? ✓ Student Work Protocol (EQIP) ✓ 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)

Robinson has structures in place to support preschool and kindergarten students the transition from home to a formal school setting. Our third grade students conclude their students here, therefore we prepare them for this transition.The administrative staff have developed relationships with our feeder schools to create a seamless transition. Robinson plans an annual visit to the new schools prior to them leaving us. Students are academically and SE ready for the transition, as a direct result of full implementation of Second Step and EOY data with over 50% at attainment for for reading and mathematics.

The school has made a concentrated effort to retain students that come to us and preschool so that they stay for kindergarten. This way they make a smoother transition and are comfortable with being here as a place of learning. The school has formed a partnership with a Community Church to have a back to school fair at the beginning of the year before school opens so that the community and all students are made to feel welcome to come to the campus come into the school and meet their teachers.

The school counselor organizes an annual career fair in conjunction with the staff so that students have an opportunity to see people from other careers and open themselves up to other possibilities (see fliers, photos). Teachers also take students out on field trips each quarter and invite guests into the school to speak to the students (U of C, Mr. STEM, and more - see photos). This provides students with exposure to the wider community so they have opportunities to see other careers and college paths. Readers come in to read stories to the classrooms and these readers are also asked to tell about their career and college path (Community Reads, King Students Read, Real Men Read and more - see photos).

To support students with being successful, the school offers and has put in place an extensive Intervention Program so that students are successful as readers. Staff have been trained to provide instruction with leveled literacy intervention and with both so students are successful as readers than they feel more comfortable moving on to other places (Network 9 Balanced Literacy PD). In the area of map the school has made efforts to obtain supplemental materials and resources to provide daily math intervention. The school has increased partnerships and resources to provide after-school programming that engages students both academically socially and emotionally and program that give them support with math reading then provide dance, drama, and cooking as ways to improve themselves as Learners and thinkers (Sue Duncan Center). It provides students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals. It exposes 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.

Currently ELA MOY SY18 data indicates that about 44% of K-3 students are prepared for college and career readiness, and 33% in mathematics. In addition, to changing the pacing for instruction, we need to focus on increasing MOY achievement at proficiency to a minimum of 85% for all students.

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

Evidence, Measures, and Standards

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

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

Robinson's staff is comprised of veterans to second year teachers. Teachers post lesson plans in their classrooms, moving forward a share Google drive will house plans. The lesson plans reflect that some teachers can plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions. Teachers have also received extensive coaching in this area this year to improve their planning based on data (EOY 16 week plan).

The majority of student work shows that teachers are able to effectively communicate with students to increase their understanding and most are able to demonstrate mastery of an objective (NWEA/TRC data points). Many of the students that are new to the school arrived severely behind their grade level. Therefore, teachers have spent additional time on Intervention and trying to get the students caught up. There are constant interruptions, such as the students' behavior, that do not always allow us to probe as deeply as needed to extend their learning. Teachers need continued development around engaging instruction.

Through writing, student work reflects that teachers are able to guide students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experiences. The use of modeled practices provides opportunities for students to contribute to extending the content by explaining concepts to their classmates. Students also participate in Morning Meeting which gives opportunities for students to build on their language development, academic, and social emotional learning. Teachers use vocabulary appropriately for students' ages and development. Students also contribute to the correct use of academic vocabulary. However, there is a need to monitor the use of academic vocabulary across all grade levels.

Morning Meeting, Guided Reading, Read Aloud, and Math talks are vehicles to provide teachers with opportunities to use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advanced high level thinking and discourse, and promote metacognition. They also provide daily opportunities for students to engage in authentic discussions about content; to formulate their own questions; and to respectfully challenge one another using viable arguments based on evidence. Additionally, they offer daily opportunities for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers. There is a need to monitor consistent use by all teachers through lesson plans and assessment tools.

Most teachers received extensive training to differentiate instruction and guided reading to ensure all students, including diverse learners, access complex texts and engage in complex tasks. The selection of materials and resources along with the presentation in the classroom reflects some teachers excel in this area; however, there is a need to train new teachers and retrain other teachers to differentiate instruction.

Teachers persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated, by providing instruction reteaching concept and giving students multiple opportunities to be successful. Teachers intervene in a timely and effective way to help students who are struggling; this is met with limited success due to the interruptions by some students who display extreme emotional distress in the classroom. Teachers' lesson plans and instruction reflect that when formative assessments show a need for intervention or enrichment, they make effective impromptu adjustments that individualize instruction. Also, teachers utilize electronic resources such as Accelerated Reading, Achieve 3000, and IXL along with leveled materials that focus on different concepts, as well as learning games. Teachers utilize progress monitoring data and NWEA Surveys to trace effectiveness of interventions and student response to intervention, however progress monitoring needs to be more strategic and consistent.

SY18 MOY data for First Grade indicated the following:

Math

19 out of 23 students met their mid-year goals.

Four students did not meet their goal. One of the four students did not reflect a positive growth instead student went back 1 Point. The other three students were within 2 to 3 points of their goal. One had high achievement but showed Low growth. Two were in lower achievement and low growth. The final student grew 8 points, projection was 11 (NWEA MAP)

DIBELS BOY MOY About 60% of the BOY Reds were at a PC and 40% at RB as a direct result of intensive instruction about 90% RED 13 11 were at a level D or higher by MOY. Our focus is to shift the instructional program in K to ensure that all students YELLOW 6 3 enter grade 1 at level D or higher (DIBELS data)
GREEN 1 5
BLUE 3 4

Kindergarten MOY SY18 TRC trended downward from BOY at 73% to 55%. Reviewing the curriculum it was revealed that the pacing and instruction did not account for the increased rigor required for proficiency. Although second grade increased from BOY 35% to 66% on TRC, this did not transfer to the NWEA ELA with only 3% at growth targets. Again the pacing was revealed as the root cause for a balance correlation between NWEA and TRC. Third grade remained flat from BOY to MOY at 43% being proficient in ELA (TRC/NWEA data).

MOY SY18 NWEA Math Data

Kindergarten increased from 1% BOY to 63% MOY through the use of small group instruction and peer leaders.

Second grade remained flat at 1% to 1% attributed to pacing - moving forward small group instruction based on the data.

Third grade increased from 30% to 44% - small group instruction based on areas of growth from the data.

Guide for Instruction

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

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

Score

1 2 3 4

Most teachers are assessing the students now (after SY18 MOY NWEA/TRC) and using the data to plan for instruction - see EOY16 Week Instructional Plans/Assessments for ELA/Math.

Evidence: The Early Childhood Program requires staff to do formal assessments at the beginning of the school year. Also, observations are documented in Teaching Strategies GOLD and students are assessed on a quarterly basis on all areas of development (social - emotional, physical, language, cognitive, literacy, mathematics, science, technology, social studies, and the arts). The EC program utilizes the Creative Curriculum for instruction which provides for formal and informal observations and assessments.

All other programs utilize TRC, DIBELS, REACH Performance Tasks, and NWEA to monitor progress and check for understanding for individual students. In addition, teacher-made assessments, such as weekly quizzes are used to develop intervention plans and lesson plans. The analysis of student work provides data to plan targeted supports for individual or groups of students based on their identified needs. Also, teacher's grouping of students for guided reading and math shows they change instructional practice based on analysis of current data. These assessments are universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective. The school wide grading policy has been developed so students have more opportunities to improve their grades - fidelity with implementation.

Assessment at the Guided ELA/Math table needs to happen. Teacher notes should reflect some level of measurable feedback to redirect instruction and restructure groups as needed. Grades and expectations need to be communicated with parents on a daily basis, engage parents through the Parent Portal and DoJo.

NWEA Screening and Checklist post-MOY indicate that Kindergarten is now at 89%; first grade at 62%; second grade at 78%; and third grade at 84%. Monitoring student progress through bi-monthly assessments, and teacher pacing will be important moving forward.

Guide for Balanced Assessment & Grading

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

Evidence, Measures, and Standards

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

Multi-Tiered System of Supports:

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

Score

1 2 **3** 4

SEL is essential for our students, therefore, Second Step is taught weekly by all teachers -Tier 1/ lesson plans. Kindness Week that now extends throughout the year was instituted for all students after the Counselor and Kindergarten teacher spoke about the focus being shifted from bullying to students taking responsibility for how they engaged others through words and actions - Tier 1 practice. Ada S. McKinley, staff and the Counselor provides Tiers II and III SEL supports on a regular schedule and as needed - see schedules. Calm Classrooms was adopted in 2018 to support SEL, sessions are now led by students - Learning Walks. Staff members met with students for "Check In-Check Out, and One-on-One Counseling - SEL Tier III interventions. Dashboard indicates a reduced number of OSS for SY18 and an increase of restorative practices. Ada S. McKinley now services identified Tier II and III students here on the Robinson Campus.

Dashboard indicates that SY18 DL OSS a decrease from 5% to 3% and restorative justice increased by 90% for off task behaviors.

Plans are drafted by the school's Educational Support Team which includes the Diverse Learners' Teacher, Counselor, School Psychologist, Nurse, Social Worker, and Speech Language Pathologist. These plans were implemented through conducting Domain Meetings; including information in the enrollment packet; and implementing Intervention Plans.

Academically all students participate in read - aloud directed by the teacher, and whole group/mini/guided lessons for ELA and STEM - Tier 1. Some students participate in additional small flexible groups for guided ELA and STEM - see grouping charts for Tier II. Students that require one-on-one instruction or additional supports in small group for ELA/Math are scheduled with other staff - scheduled Tier III.

On Track Data for Attendance and Academics indicate that while 70% or more are meeting the expected targets, we must develop a comprehensive plan for truancy issues. Academics will require monitoring of student progress before progress reports are issued.

Systems of support are evident but need to be implemented in a timelier manner and with fidelity to meet the needs of all students.

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 |
| Measures | ✓ Evidence of On Track monitoring and supports |
| | ✓ SQRP Attainment and Growth |
| | ✓ Attendance Rates |
| Five Essentials | ✓ Course success rates (e.g. grade distributions, pass/failure rates) |
| | Ambitious Instruction |
| | Collaborative Teachers |
| CPS Framework for Teaching | Supportive Environment |
| | 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 |
| CPS Performance Standards for School Leaders | 3e. Demonstrating Flexibility and Responsiveness |
| | 4b. Maintaining Accurate Records |
| | B3. MTSS Implemented Effectively in School |

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 3 4

The ILT consistently monitoring plans implemented to create paths of communication. For example, ClassDojo is a school-wide effort that we can use to foster a growth mindset, social emotional learning and academic success. It is a way for students to consistently see what they're doing. There has been an effort to have parents use Grade book by encouraging them to log on and used computers in the school however parents do not consistently utilize the grade book.

Some teachers send bi-weekly information home with students on paper to let them know how they're doing in class, papers are graded and returned in a timely manner. However from checking some students book bags it is noted that parents and students are not going through these materials together. It was suggested that Dojo be used to encourage parents to support their students and be able to receive quarterly Rewards for student Improvement academically and in attendance.

There is opportunity for teachers to collaborate around academic goals and the curriculum. However, the one hour prep period is interrupted because teachers need to transfer student from character Ed to physical education, quite often there are student issues that arise during this transition. Teachers have to deal with the student issues so there is a loss of preparation time for focusing on student goals and the academic curriculum. At the beginning of the school year we had several days of professional development that focused on social emotional learning. The next step is to connect curriculum mapping in the academic area to the social emotional area.

In order to improve attendance at our school, several suggestions have been made through committees to ensure students are there on time and each day. The staff encouraged: the use of tardy slips; a morning person to call as soon as children are absent; and efforts are made to get kids in even if they're late; and a unified implementation of the use of tardy slips to track students who come in late as a way to monitor and follow up. Random "pop in" incentives (school already has a supply of toys) can be used as a strategy for improving attendance.

A display of school-wide goals and academic success should be posted throughout the building. There are opportunities to have bulletin boards that focus on individual student goals and academics successes.

Students receive awards at quarterly assemblies for attendance and improving on assessments such as NWEA and moving up in levels for TRC. We need to develop and implement a consistent way to celebrate and focus on academic goals that remains highly visible and more frequent.

In order to determine which lesson plans are effective and those that ineffective, teacher teams should review lesson plans along with the principal. We have in place emphasis on intervention for students. An emphasis on effective lesson planning combined with instructional planning will greatly enhance teaching and learning to meet the needs of our students.

Students are encouraged 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. However this can be difficult for some of our students.

While some students take ownership of their work and accept redirection we need to develop resiliency in our students. Many of them have socio-emotional issues that cause them to have negative responses when corrective feedback from a peer or an adult. Part of our culture for learning the administration, staff and parents needs to develop a plan whereby giving corrective feedback becomes acceptable to promote student growth and a positive culture for learning in the school.

REACH Observations indicate that 80% of students are Proficient in Domain 2 to create a supportive learning environment that encourages all students to engage in Agency and Authority. About 80% are Proficient in Domain 3e Flexibility during instruction to address the struggle thus developing Identity for students (Reflect and Learn Reports).

The staff needs more professional development around differentiated teaching and learning to address the disparity in reading and math skills of our students. All staff may need support on how to monitor differentiated instruction and continue to have resources and tools to differentiate instruction as students make progress. Then a thorough system can be developed that has goals in place at each grade level to track and monitor which students are accomplishing those goals.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
 - Use strategies to reinforce and cultivate student curiosity.
 - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
 - Consistently communicate the expectation that all students can achieve at high levels.
 - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
 - Clearly display school-wide expectations for academic and personal success throughout the building.
 - Set high expectations according to grade-appropriate learning objectives.
 - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
 - Recognize high levels of student achievement. All students receive recognition.
 - Encourage student resilience and hard work.
 - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
 - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.

- **Provide students frequent, informative feedback.**
 - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
 - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
 - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
 - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
 - Employ strategies including ongoing monitoring and support of students' academic behaviors.
 - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

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

Positive adult-student interactions have increased with most - Dash Board indicates a decrease in classroom disruptions. Most staff is willing to offer extra assistance outside of their job description - extended day tutoring in collaboration with Duncan. Staff works together to help students facing challenging situations - scheduled Counseling sessions/DoJo. REACH Domain 2a indicated that 90% for all staff evaluated during SY18 received a Proficient rating for creating a culture of support. Overall 90% of students enrolled in SY18 show a high level of respect towards their peers. Restorative justice practices have also decreased ISS and OSS rates decreasing to less than 1% incidents for recorded misconducts for SY18 according to Dash Board.

There is a positive relationship between most families and teachers. There is respect between most families and teachers. This is evident from the positive interaction between the teachers and parents' willingness to volunteer to work in classrooms, attend field trips, checking in on their students. Most staff members were trained to use Second Step and develop that as a common language that we all use.

There is a need and an opportunity to further develop a Common Language so that we are all consistent in using those tools and supporting each other in order to get by in from all of the stakeholders, this includes staff, parents and students.

Staff members have worked at building relationships with families by providing positive interactions through phone calls, face-to-face, and notes home so that communication between the school and the family can be a positive one.

All teachers use Dojo as a form of instant communication with parents and this seems to be successful. Parents are able to receive positive and negative feedback.

Additional, communiqués, directives and plans are needed to build trust and communication between the staff, administration, parents, and the community.

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:

Score

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

1 2 **3** 4

Student Voice -The introduction of dance in SY18 was developed as a direct result from the SY17 survey of students. In an EOY Survey 100% of Kindergarten students indicated a desire to participate in modern dance for the upcoming year. About 87% of students enrolled in SY17 indicated during grade level EOY meetings that Chess and Art should be continued in SY18 and funding was secured to maintain the programs. However, our student need to have their voices heard throughout the school year, moving into SY19 student government will be established.

This year the after-school program provided several extracurricular activities and rigorous courses to support students in academic and social learning. About 40% of our student population has been enrolled since PK. The after-school program provides technology skills so students can continue to work on coding, reading a map, drama, dance, and chess. There is a need to develop a survey to discover what children would be interested in doing so that the school can provide more activities and courses that the students would like to have during the school day. The students have access to chess, art, dance, and choir through Chicago Children's Choir. There has been an increase of volunteers to come in to support time that's focused on learning with students read aloud Library activities. All students have access to these resources.

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 | <ul style="list-style-type: none"> ▪ IJVNS Student Survey completion rates and results ▪ Artifacts from student-run organizations and events (including SVCC) ▪ Meeting minutes/agendas that include student participation ▪ Policies regarding student engagement in decision making ▪ Service learning reports and/or reflections of SL projects ▪ Unit and curriculum maps, rubrics, assessment artifacts ▪ Evidence of student work ▪ Democracy School recognition |
| Measures | ✓ Five Essentials – Supportive Environment |
| Five Essentials | Supportive Environment |
| MTSS Framework | Curriculum & Instruction, Family & Community Engagement |
| CPS Framework for Teaching | 2a. Creating an Environment of Respect and Rapport 2c. Empowering Students in Learning |
| CPS Performance Standards for School Leaders | D3. Utilize Feedback from Multiple Stakeholders for School Improvement |
| Content Standards | Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HST Standards |

Safety & Order:

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

Score

1 2 3 4

Safety and Order encompasses many aspects of the learning environment beyond discipline which often comes to mind when discussing safety. Based on Dashboard the number of Levels 3-5 infractions simply don't exist due to a Culture of Calm that exists throughout this building and a decline in Level 1 and 2 offenses from SY17(Calm Classrooms PK-3 and Dashboard). Using the Climate Assessment for SY18 Jackie Robinson is "Developed" (climate assessment). In SY19 we will work on moving towards an established rating. All students participate in Second Step weekly activities to support SEL (see Master Schedule). The framework for Teaching indicates that 75% of teachers received proficient or distinguished in 2c (Management of Transitions). Parents My Voice My Choice Survey indicated that 100% completed indicated that Robinson has a safe campus for all stakeholders.

Jackie Robinson is a calm and orderly learning environment for all students (visit M-F from 8:00AM - 3:00 PM).

Guide for Safety & Order

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

- Students initiate and lead some school improvement initiatives.
- Students participate in democratic decision-making at the school level.
- Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
 - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

Score

1 2 **3** 4

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

Calm Class Corners were created in SY17 to provide students with an area to refocus before rejoining the group - it has been successful. Students are no longer sent to the office for time outs and administration can focus on teaching and learning. Restorative justice has increased to 90% for all recorded incidents in Dash Board for SY18.

Talk-it-Out is another practice implemented in SY17 to provide students with a forum to discuss the issue then find resolutions of kindness- see dash board Restorative Data SY18. Less than 3% recorded incidents in Dash Board for SY18, resulted in ISS or OSS a decrease from 7% in SY17.

There is an opportunity to use Class Dojo as part of how we track data. The staff was trained on how to use Student Logger as another way to input data. There is a need to have training for families about restorative justice. Many families are teaching children to react in ways to situations that can cause harm to them or someone else in order to solve their problems.

Culture and climate team meets regularly; action items have been developed. Climate team organized an expectation walk-through at the beginning of the year, posters were made and posted in common areas.

Most staff has attended Calm Classrooms, Second Step, and Second Step Bullying Prevention - new teachers require training.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
 - A team meets regularly to organize systems that support a restorative environment.
 - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
 - Well-managed routines and transitions maximize instructional time.
 - Engage families as partners.
 - Contact families frequently to inform them of positive student behavior and progress.
 - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
 - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
 - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
 - Use data to determine which behaviors should be retaught or more heavily reinforced.
 - Explicitly teach expected behavior and positively reinforce consistently school-wide.
 - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
 - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.

- Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
- Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors. Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
- Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
- Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
- Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
- Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Evidence, Measures, and Standards

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

Parent and Family Partnership:

Score

1 2 **3** 4

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

Parents are partners in the education of their children here at Jackie Robinson Elementary School. Parents are seen daily engaging with the teachers at dismissal to recap the day's learning events. Parents and teachers communicate via social media through DoJo to support our students' development and parents were able to participate in surveys that directed the course of planning for the CIWP (Parent CIWP Survey on DoJo and 96% of parents registered on DoJo).

The PAC is extremely active this year with events planned to increase parent participation here at the school (PAC minutes, agendas, DoJo Survey). PAC parents analyzed the results from the DoJo survey then provided input for the development of the 2018-2020 CIWP - allocation of resources to retain or introduce new programming.

Guide for Parent and Family Partnership

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

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

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

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

| | | | | | | | |
|---|--|---|---|---|---|---|---|
| 3 | Expectations for Quality & Character of School Life: Relational Trust | 1 | 2 | 3 | 4 | 5 | ⊕ |
| 3 | Expectations for Quality & Character of School Life: Restorative Approaches to Discipline | 1 | 2 | 3 | 4 | 5 | ⊕ |
| 3 | Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life | 1 | 2 | 3 | 4 | 5 | ⊕ |
| 4 | Culture of & Structure for Continuous Improvement: Aligned Resources | 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

We anticipate a minimum 2% increase each year based on the progress between EOY of the previous year and EOY for the current school year.

Based on the current enrollment of Jackie Robinson second grade population that will enter third grade for SY19 the projection of 92.6% meeting their growth target is accurate. Since NWEA SY18 MOY the data tracker has 80% of the enrollment already exceeding their targets, and 50% at attainment. During SY19 most will exceed their EOY targets by MOY. About 70% of the SY18 first graders are on target to exit in EOY at a TRC level of 1 or above, thus providing the foundation required to meet the SY19 EOY targets.

| | | | | |
|-------|-------|-------|-------|-------|
| 92.00 | 99.00 | 90.00 | 92.60 | 85.90 |
|-------|-------|-------|-------|-------|

National School Growth Percentile - Math

We anticipate a 4% increase each year based on the progress between EOY of the previous year and EOY for the current school year.

Based on the current enrollment of Jackie Robinson second grade population that will enter third grade for SY19 the projection of 94.5% meeting their growth target is accurate. Since NWEA SY18 MOY the data tracker has 90% of the enrollment already exceeding their targets, and 60% at attainment. During SY19 most will exceed their EOY targets by MOY. About 90% of the SY18 first graders are on target to exit in EOY at a RIT of 180 or above, thus providing the foundation required to meet the SY19 EOY targets.

| | | | | |
|-------|-------|-------|-------|-------|
| 87.00 | 99.00 | 90.00 | 94.50 | 90.00 |
|-------|-------|-------|-------|-------|

% of Students Meeting/Exceeding National Ave Growth Norms

We anticipate a minimum 7-25% increase each year based on the progress between EOY of the previous year and EOY for the current school year.

Our current second graders that will enter third grade in SY19 since SY18 NWEA MOY data have shown an increase of 50% of all students exceeding their targets for math and reading. The SY18 NWEA EOY data should be around 80% based on PLC conducted by Network 9 to help teachers analyze and focus their instruction in ELA and mathematics. In SY 20 the first grade population that reach third grade that year is still recovering from three different teachers during their Kindergarten year, therefore, the projection is lower for students exceeding. Foundational structure is still our focus as they prepare for college and STEAM career readiness.

| | | | | |
|-------|-------|-------|-------|-------|
| 56.30 | 85.10 | 49.00 | 77.55 | 70.00 |
|-------|-------|-------|-------|-------|

African-American Growth Percentile - Reading

The current SQRP does not reflect this sub-group for Jackie Robinson, however, based on the data we expect all students to reach their growth targets.

| | | | | |
|---------|---------|-------|-------|-------|
| (Blank) | (Blank) | 99.00 | 99.00 | 99.00 |
|---------|---------|-------|-------|-------|

Hispanic Growth Percentile - Reading

| | | | | | |
|--------------------------------------|---------|---------|------|------|------|
| N/A based on the current enrollment. | (Blank) | (Blank) | 0.05 | 0.00 | 0.00 |
|--------------------------------------|---------|---------|------|------|------|

English Learner Growth Percentile - Reading

| | | | | | |
|----------------------------------|---------|---------|------|------|------|
| N/A based on current enrollment. | (Blank) | (Blank) | 0.05 | 0.00 | 0.00 |
|----------------------------------|---------|---------|------|------|------|

Diverse Learner Growth Percentile - Reading

| | | | | | |
|---|---------|---------|-------|-------|-------|
| <p>We anticipate a minimum 3% increase each year based on the progress between EOY of the previous year and EOY for the current school year.</p> <p>This sub-group has not been identified in our SQRP but we expect growth from all students.</p> <p>Jackie Robinson's DL population is extremely small with intense instruction for all students, therefore, baseline data from TRC/NWEA indicates the following for SY19 - 52% will meet growth expectations. During SY20 the number of students meeting growth expectations will increase to 60% as instruction is monitored and students are assessed on a regular basis- Balanced Assessment and Grading.</p> | (Blank) | (Blank) | 50.00 | 52.00 | 60.00 |
|---|---------|---------|-------|-------|-------|

African-American Growth Percentile - Math

| | | | | | |
|--|---------|---------|-------|------|------|
| The current SQRP does not reflect this sub-group for Jackie Robinson, however, based on the data we expect all students to reach their growth targets. | (Blank) | (Blank) | 99.00 | 0.00 | 0.00 |
|--|---------|---------|-------|------|------|

Hispanic Growth Percentile - Math

| | | | | | |
|----------------------------------|---------|---------|------|------|------|
| N/A based on current enrollment. | (Blank) | (Blank) | 0.05 | 0.00 | 0.00 |
|----------------------------------|---------|---------|------|------|------|

English Learner Growth Percentile - Math

| | | | | | |
|----------------------------------|---------|---------|------|------|------|
| N/A based on current enrollment. | (Blank) | (Blank) | 0.05 | 0.00 | 0.00 |
|----------------------------------|---------|---------|------|------|------|

Diverse Learner Growth Percentile - Math

| | | | | | |
|---|---------|---------|-------|-------|-------|
| <p>We anticipate a 3% increase each year based on the progress between EOY of the previous year and EOY for the current school year.</p> <p>Students are currently not listed as a sub-group, however, moving forward our local goal is grow a minimum of 42% of our student for SY19 and 46% for SY20 - Rigorous Student Tasks and flexible Instruction.</p> | (Blank) | (Blank) | 40.00 | 43.00 | 46.00 |
|---|---------|---------|-------|-------|-------|

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

| | | | | | |
|--|------|-------|-------|-------|-------|
| <p>We anticipate a 5% increase each year based on the progress between EOY of the previous year and EOY for the current school year.</p> <p>Robinson has trended upward over the past two years as a direct result of intense PD and collaboration to share best practices that impact instruction. NWEA EOY SY19 should reflect an increase of 8% for reading attainment - Guided reading using rigor, balanced assessment, and grading. Those practices will continue in SY20 with a minimum 6% increase towards attainment.</p> | 6.00 | 99.00 | 46.00 | 51.00 | 56.00 |
|--|------|-------|-------|-------|-------|

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

| | | | | | |
|--|------|-------|-------|-------|-------|
| <p>We anticipate a 5% increase each year based on the progress between EOY of the previous year and EOY for the current school year.</p> <p>Robinson has trended upward over the past two years as a direct result of intense PD and collaboration to share best practices that impact instruction. NWEA EOY SY19 should reflect an increase of 3% for reading attainment - Guided reading using rigor, balanced assessment, and grading. Those practices will continue in SY20 with a minimum 7% increase towards attainment.</p> | 4.00 | 43.00 | 48.00 | 53.00 | 58.00 |
|--|------|-------|-------|-------|-------|

National School Attainment Percentile - Reading (Grade 2)

We anticipate a 5% increase each year based on the progress between EOY of the previous year and EOY for the current school year.

NWEA SY18 EOY second grade is being projected at 20% by CPS, however, data since the SY18 MOY indicates that 50% of students are at EOY. If this number increases to 50% or more then this plan will reflect that percent of attainment. The 20.50 for SY19 will remain until SY19 MOY data has been gathered. We are still searching for a correlation between TRC levels and NWEA RIT bands, to project student growth. The SY20 projections are the minimum expectations for these students based on mobility.

| | | | | |
|------|------|-------|-------|-------|
| 1.00 | 1.00 | 20.00 | 25.00 | 30.00 |
|------|------|-------|-------|-------|

National School Attainment Percentile - Math (Grade 2)

We anticipate a 5% increase each year based on the progress between EOY of the previous year and EOY for the current school year.

| | | | | |
|------|------|-------|-------|-------|
| 1.00 | 4.00 | 20.00 | 25.00 | 30.00 |
|------|------|-------|-------|-------|

% of Students Making Sufficient Annual Progress on ACCESS

N/A based on current enrollment.

| | | | | |
|---------|---------|------|------|------|
| (Blank) | (Blank) | 0.05 | 0.00 | 0.00 |
|---------|---------|------|------|------|

Average Daily Attendance Rate

We anticipate a minimum .80% increase each year based on the Attendance Plan implemented between BOY and EOY for the current school year.

| | | | | |
|-------|-------|-------|-------|-------|
| 90.30 | 94.50 | 93.00 | 94.00 | 94.75 |
|-------|-------|-------|-------|-------|

My Voice, My School 5 Essentials Survey

N/A based on current enrollment. However, 100% of all staff will complete and submit their responses to improve Jackie Robinson for all stakeholders.

| | | | | |
|---------|---------|---------|---------|---------|
| (Blank) | (Blank) | (Blank) | (Blank) | (Blank) |
|---------|---------|---------|---------|---------|

Custom metrics

6 of 6 complete

| 2016-2017 Actual | 2017-2018 Actual | 2017-2018 SQR Goal | 2018-2019 SQR Goal | 2019-2020 SQR 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.

| | | | | |
|------|------|------|------|------|
| 0.75 | 0.00 | 0.00 | 0.00 | 0.00 |
|------|------|------|------|------|

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.

| | | | | |
|------|------|------|------|------|
| 6.27 | 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.

0.76 0.00 0.00 0.00 0.00

The goal is to reduce this metric by at least 7% annually for SY18-20.

% 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.

0.00 0.00 0.00 0.00 0.00

The goal is reduce this metric by at least 60% for SY18-19 and another 40% for SY19-20.

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.

5.28 0.82 0.90 0.81 0.73

The goal is to reduce this metric by at least 10% annually for SY18-20.

3rd Grade 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 (Note this is only applicable to 3rd grade On-Track).

(Blank) 55.00 61.00 67.00 70.00

Strategies

Strategy 1

If we do...

If we implement and monitor a CCSS aligned curriculum that fosters student ownership for learning and focuses on teachers designing the "right" learning target for daily lessons. And identify the next steps students must take to move toward the overarching understandings described in standards and unit goals.

...then we see...

Then we will see practices like 4 Acts, students taking Agency, Authority, and Identity, daily journals, embedded SEL strategies, STEAM design challenges, along with an implementation of a Writers Workshop model of looking at student work transferred to other content areas in lesson or unit plans.

...which leads to...

This leads to students taking ownership of their learning, developing a growth mindset, and having appropriate choices along with teachers demonstrating proficient and distinguished practices in the REACH areas of 3a. Communicating with Students and 3e. Demonstrating Flexibility and Responsiveness. SY18 MOY data indicated a decrease for K-2 students performing at grade level BOY TRC 56% to 44%. SY18 MOY NWEA data for grade

2 indicated no growth from BOY less than 1% at proficiency in mathematics. Grade 3 had similar results with 43% remaining at proficiency from SY18 BOY to MOY. Implementing a well-developed curriculum, will address the MOY data trends and ensure that 80% of students are on track to meet their EOY growth targets in reading and math. TRC EOY data will indicate that 65% of students will exceed their growth targets for reading and mathematics in SY19. About 80% of K-1 students will exceed TRC Benchmarks and NWEA Math targets.

Tags:

Common core state standards, Curriculum review, Curriculum alignment, Data-driven culture, Professional development, Integrated units, Curriculum planning, Curriculum assessments

Area(s) of focus:

1

| Action step | Responsible | Timeframe | Status |
|--|------------------------|------------------------------|-------------|
| Identify and facilitate Professional development opportunities for all staff on effective implementation of 4 Acts across content areas. | Teachers and Principal | Jun 4, 2018 to Nov 30, 2018 | Not started |
| Math, Professional Learning, Social studies, Literacy, Science instruction, Professional development, Authentic writing | | | |
| Teachers will design Unit plans to reflect daily writing for students across content areas. | Teachers | Jun 4, 2018 to Nov 23, 2018 | Not started |
| Math, Science, Social studies, Writing, Cycles of continuous improvement, Reading, Writing assessment, Integrated units | | | |
| Teachers will design integrated lessons to reflect STEAM design challenges for students that connect across content areas. | Teachers | May 25, 2018 to Jun 26, 2020 | Not started |
| Science, Engineering design process, Arts integration, Technology integration, Math integration, Science integration, Curriculum cycle | | | |
| Teachers will design integrated lessons and assessments that reflect implementation of a Writers Workshop model of looking at student work transferred to other content areas. | Teachers | May 7, 2018 to Jun 26, 2020 | On-Track |
| Academic expectations, Writing assessment, Writing curriculum, Writing workshop, Integrated units | | | |
| Identify and facilitate teacher training that reflects the effective implementation of Writers Workshop Model across content areas. | Teachers and Principal | May 25, 2018 to Nov 9, 2018 | Not started |
| Professional Learning, Teacher capacity, Writing workshop | | | |
| Identify and facilitate Professional development opportunities for all staff on effective implementation of STEAM. . | Teachers and Principal | May 25, 2018 to Jun 7, 2019 | Not started |
| Professional Learning, Steam (science technology engineering arts and mathematics), Teacher capacity, Curriculum cycle | | | |
| Teachers will design integrated lessons and assessments that reflect implementation of Social Emotional Learning standard and practices embedded across content areas. | Teachers and Principal | May 25, 2018 to Jun 19, 2020 | Not started |
| School climate, Balanced grading and assessment, Social emotional learning, Curriculum cycle, Integrated units | | | |

Teachers will create cycles of learning aligned to the CCSS using units for ELA/STEAM

Teachers and Principal

May 14, 2018 to Oct 19, 2018

On-Track

Curriculum cycle

Strategy 2

If we do...

If teachers clarify standards-based learning targets, define mastery and deliberately plan for effective instruction to ensure student equity; through challenging, deliberate and effective instruction.

...then we see...

Then we will see the delivery of integrated STEAM/ELA instruction paced appropriately; teachers meeting to examine data to determine if they have closed gaps in student understanding, and teachers will determine each student's need for further differentiated instruction based on a body of evidence.

...which leads to...

This leads to an increase in the number of students that meet or exceeds as measured by formative and summative assessments - NWEA EOY 99% exceeding growth targets. K-1 TRC exceeding at 80% and NWEA Math at 80%. Students are being prepared for college and career readiness when they are functioning at attainment. SY18 MOY TRC data indicated a decrease in Kindergarten students performing at proficiency from 73% to 55%; grade 1 from 17% to 16%; but Grade 2 increased from 35% to 66%. However, grade 2 NWEA MOY SY18 data at 46% did not align with TRC for growth metrics being analyzed. Third grade SY18 MOY NWEA ELA data remained flat at 43% from BOY. SY18 MOY mathematics growth patterns were different at each grade for Robinson - Kindergarten 1% to 63%, first 1% to 22%, second grade 1% to 1%, and third grade 30% to 44%. Addressing the growth patterns through a structured plan for developing teacher capacity for delivery, student engagement, and developing strategies for students to apply metacognition for a more consistent pattern of growth - closing the achievement gap.

Tags:

Diverse Learners, Steam, Balanced literacy, Academic expectations, Accountability, Common core state standards, Small group instruction, Analyze data, Adaptive learning, Attendance plan, Social studies integration, Anchor charts, Academic interventions, Academic growth, Accommodations, 1 guided reading, Academic goals

Area(s) of focus:
2

Action step

Identify and facilitate Professional development opportunities for all staff on effective implementation of 4 Acts across content areas.

Responsible

Teachers and Principal

Timeframe

Jul 16, 2018 to May 24, 2019

Status

Not started

Professional development

Teachers will design Unit plans to reflect daily writing for students across content areas.

Teachers

Jun 4, 2018 to Oct 5, 2018

Not started

Integration, Backwards design, Unit planning, Writing in content areas

Teachers will design integrated lessons to reflect STEAM design challenges for students that connect across content areas - developing Agency, Identity, and Authority

Teachers

Jun 4, 2018 to Jun 7, 2019

Not started

Steam (science technology engineering arts and mathematics), Engineering design process, Integrated units

| | | | |
|--|----------|------------------------------|-------------|
| Teachers will design integrated lessons and assessments that reflect implementation of a Writers Workshop model of looking at student work transferred to other content areas. | Teachers | Sep 10, 2018 to May 29, 2020 | Not started |
|--|----------|------------------------------|-------------|

Assessments, Backwards design, Integrated units

| | | | |
|---|------------------------|----------------------------|-------------|
| Identify and facilitate teacher training that reflects the effective implementation of Writers Workshop across content areas. | Teachers and Principal | May 7, 2018 to Jun 7, 2019 | Not started |
|---|------------------------|----------------------------|-------------|

Professional development, Writers workshop

| | | | |
|---|------------------------|----------------------------|-------------|
| Create a schedule that supports weekly whole staff collaboration as well as allows for common teacher preparation time. . | Principal and Teachers | May 7, 2018 to Jun 1, 2018 | Not started |
|---|------------------------|----------------------------|-------------|

Professional Learning, Teacher caacity

| | | | |
|--|-----------------------------------|------------------------------|-------------|
| Identify and facilitate Professional development opportunities for all staff on effective implementation school developed MTSS protocol. | Teachers, Counselor and Principal | May 14, 2018 to May 31, 2019 | Not started |
|--|-----------------------------------|------------------------------|-------------|

MTSS, Professional development, Teacher capacity

| | | | |
|---|-----------------------------------|--------|-------------|
| Identify and facilitate Professional development opportunities for all staff on effective implementation of balanced assessment practices connected to integrated curriculum. | Teachers, Counselor and Principal | select | Not started |
|---|-----------------------------------|--------|-------------|

Professional Learning, Teacher capacity, Balanced assessment

| | | | |
|--|------------------------------|------------------------------|-------------|
| Teacher will differentiate instruction using small flexible groups for Guided Reading and Mathematics - monitored by ILT/Principal | Teachers, ILT, and Principal | Sep 10, 2018 to Jun 12, 2020 | Not started |
|--|------------------------------|------------------------------|-------------|

Math, Differentiated instruction, Small group instruction, Reading

| | | | |
|--|------------------------|-----------------------------|-------------|
| Summer Explorers to transition students between grades - 6 weeks | Teachers and Principal | Jun 25, 2018 to Aug 1, 2018 | Not started |
|--|------------------------|-----------------------------|-------------|

Math, Reading, Summer supports

| | | | |
|---|------------------------|----------------------------|-------------|
| Extended day program to support students in reading and math. | Teachers and Principal | Oct 1, 2018 to May 3, 2019 | Not started |
|---|------------------------|----------------------------|-------------|

Math, Reading, After school program

| | | | |
|---|-------------------------|------------------------------|-------------|
| Co-teaching, Coaching, and Peer Observations to strengthen instructional practices - with training. | Teachers and Principapl | Oct 15, 2018 to May 24, 2019 | Not started |
|---|-------------------------|------------------------------|-------------|

Professional Learning, Co-teaching, Coaching, Approaches to teaching and learning, Peer coaching, Peer to peer observations

Strategy 3

If we do...

...then we see...

...which leads to...

| | | |
|--|---|---|
| If teachers increase their capacity around rigorous tasks, and develop learning tasks that guide the teaching/learning cycle that measure student mastery of challenging standards-based content knowledge and skills. If teachers regularly utilize protocols collectively to reflect | Then we will see students create, reflect and revise authentic work for real audiences and teachers will engage in grade level meetings where student work samples are analyzed as part of professional learning. | Which leads to an increase of teacher reflections, increase of teacher led grade level meetings that reflect on student work and proficient and distinguished teaching practices in the REACH areas 3C Engaging Students in Learning and 4A :Reflecting |
|--|---|---|

on student work.

Teaching and Learning. EOY NWEA SY 17 data indicated 95% of students enrolled in third grade met their growth targets, however, SY18 MOY data indicated ELA at 43% and Math at 44% on target for EOY. Growth patterns were similar for K-2 students MOY data in reading. SY17 EOY TRC K-2 students were proficient at a rate of 72% and MOY reflected 44%. Through creating educational experiences that are active, social, contextual, engaging, and student-owned will lead to deeper learning - equating to rigor and growth. Teachers will use 21st Century to develop creativity, critical thinking, collaboration, and communication as a team to impact student development. EOY growth should exceed 95% for all students in second and third grades. About 80% of K-1 students will exceed TRC Benchmarks and NWEA Math targets.

Tags:

Cycles of professional learning, Rigorous tasks, Cognitive demand, Academic expectations, Authentic tasks, Culture and climate, Complex tasks, Academic language, Data-driven culture, Cognitive engagement, Rigorous student tasks, Academic interventions, Commitment to work, Diverse learner

Area(s) of focus:

3

| Action step | Responsible | Timeframe | Status |
|--|---|------------------------------|-------------|
| Create a calendar where teachers present and vertically analyze student work on a routine basis. | Teachers and ILT | May 7, 2018 to Oct 19, 2018 | Not started |
| Vertical articulation, Vertical alignment, Collaborative review, Collaborative feedback, Calendar of assessments | | | |
| Create rubrics and protocols for analyzing student work across grade levels. | Teachers and ILT | May 14, 2018 to Feb 22, 2019 | Not started |
| Rubrics, Analysis of data, progress monitoring, rit instruction, small group instruction, Data review protocol, Agreed upon norms | | | |
| Teachers will attend scheduled meetings to present and analyze student work, across grade levels, in accordance with created rubrics and protocols. | Teachers and ILT | Nov 5, 2018 to Jun 5, 2020 | Not started |
| Rubrics, Analysis of data, progress monitoring, rit instruction, small group instruction, Data review protocol, Student/teacher developed rubrics | | | |
| Teachers will collaborate weekly with SPED when planning activities to develop Agency, Identity, and Authority for all students. | Teachers and Principal | Aug 27, 2018 to Jun 7, 2019 | Not started |
| Diversity & inclusion, Agency, authority and identity | | | |
| All stakeholders will collaborate to create a creed for Jackie Robinson. | Students, Parents, Community, and all Staff | May 30, 2018 to Jun 8, 2018 | Not started |
| Expectations, College and career embedded in school creed | | | |
| All stakeholders will meet at EOY, BOY, and MOY to establish the EXPECTATIONS for the upcoming year, and increase parental involvement. | MTSS Team | Jun 4, 2018 to Jun 20, 2018 | On-Track |

Academic expectations, High expectations, Behavior expectations, Climate and culture team, College & careers

Professional reads to support developing teacher capacity on rigor

ILT

Sep 10, 2018 to
May 31, 2019

Not started

Strategy 4

If we do...

If we 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 and develop and utilize a system where students self-assess and encourage students to take ownership and pride in their work..

...then we see...

Then we will see unit and lesson plans with formative and summative assessments embedded in a long term plan with evidence of assessment data analysis for the purpose of planning along with a school Assessment calendar and a school wide grading policy

...which leads to...

This leads to a balanced assessment system that effectively measures student learning, students taking responsibility for their own learning, monitors student progress and produces actionable data to inform planning for instruction, academic supports, and resource allocation as indicated through analysis of formative and summative data. NWEA MOY mathematics data will increase from its current levels of 1% for second grade and 44% for thirds grade students to 65% reaching proficiency in SY19 and 75% in SY20. MOY NWEA ELA data for second grade is at 46% and third grade at 43%, and will trend upward to 65% in SY19. K-1 students TRC rates will increase form 44% to 65% in SY19. Kindergarten NWEA math will increase based on the current population transitioning to the next grade from 63% to 75%; first grade from 22% to 80%; second grade from 1% to 50%; and third grade from 44% to 68% for Jackie Robinson.

Tags:

MTSS, Grade system, Benchmark progress monitoring, Cycles of continuous improvement, Expectations for depth & breadth of quality teaching: balanced assessment & grading, Schoolwide assessment, Designing assessments, Checking for understanding, Remediation, Analyze data, Professional responsibilities, Analyze student work, School wide expectations, School wide norms, School wide implementation, Benchmark assessment

Area(s) of focus:

4

Action step

Responsible

Timeframe

Status

Identify, acquire and/or create school wide formative and Summative assessments that will be utilized in conjunction with the district assessments .

Teachers and
Principal

Jun 11, 2018 to
Dec 17, 2018

Not started

Assessment design, Assessment policy

Create a school wide calendar that lists formative and Summative assessments that will be utilized in conjunction with the district assessments .

Teachers and
Principals

Jun 5, 2018 to
Oct 5, 2018

Not started

Assessment, Calendar of assessments

Identify and facilitate Professional development opportunities for all staff on effective implementation balanced assessment practices.

Teachers and
Principals

May 7, 2018 to
Feb 1, 2019

Not started

Professional development, Assessment design

Create a schedule so teacher teams can analyze objectives to identify learning targets, transform targets into high quality classroom assessments, and share and interpret results together.

Principal and
Teachers

May 7, 2018 to
Sep 7, 2018

Not started

Assessment, Collaboration, Master schedule

| | | | |
|---|------------------------|------------------------------|-------------|
| Create school-wide protocol for effective use of MTSS to support student learning | Teachers and Counselor | Jun 13, 2018 to Feb 22, 2019 | Not started |
|---|------------------------|------------------------------|-------------|

Differentiated instruction, Teacher capacity, Assessment data, Master calendar, Balanced assessment and grading

| | | | |
|--|-------------------------|-----------------------------|-------------|
| Create school-wide protocol for effective grade policy that supports balanced assessment to support student learning . | Teachers and Principals | May 28, 2018 to Sep 7, 2018 | Not started |
|--|-------------------------|-----------------------------|-------------|

Balanced grading and assessment, Student work protocol

Action Plan

Strategy 1

NOT STARTED

Identify and facilitate Professional development opportunities for all staff on effective implementation of 4 Acts across content areas."

Jun 04, 2018 to Nov 30, 2018 - Teachers and Principal

Status history



NOT STARTED

May 25, 2018

Evidence

Evidence for on track status includes professional development schedule, agendas, sign in sheets and training artifacts.

NOT STARTED

Teachers will design Unit plans to reflect daily writing for students across content areas."

Jun 04, 2018 to Nov 23, 2018 - Teachers

Status history



NOT STARTED

May 25, 2018

Evidence

Teacher designed Unit Plans will be shared during team meetings and best practices will be shared - see agendas/minutes.

NOT STARTED

Teachers will design integrated lessons to reflect STEAM design challenges for students that connect across content areas."

May 25, 2018 to Jun 26, 2020 - Teachers

Status history



NOT STARTED

May 25, 2018

Evidence

Content based collaboration during team meetings where teachers will share samples of student work- minutes will reflect impact on student growth.

ON-TRACK

Teachers will design integrated lessons and assessments that reflect implementation of a Writers Workshop model of looking at student work transferred to other content areas."

May 07, 2018 to Jun 26, 2020 - Teachers

Status history



May 25

ON-TRACK May 25, 2018
Evidence
Teacher designed assessments based on studies will be shared during team meetings - agendas/minutes.

NOT STARTED
Identify and facilitate teacher training that reflects the effective implementation of Writers Workshop Model across content areas."

May 25, 2018 to Nov 09, 2018 - Teachers and Principal

Status history



May 25

NOT STARTED May 25, 2018
Evidence
Evidence for on track status includes professional development schedule, agendas, sign in sheets and training artifacts.

NOT STARTED
Identify and facilitate Professional development opportunities for all staff on effective implementation of STEAM. ."

May 25, 2018 to Jun 07, 2019 - Teachers and Principal

Status history



May 25

NOT STARTED May 25, 2018
Evidence
Evidence for on track status includes professional development schedule, agendas, sign in sheets and training artifacts.

NOT STARTED
Teachers will design integrated lessons and assessments that reflect implementation of Social Emotional Learning standard and practices embedded across content areas."

May 25, 2018 to Jun 19, 2020 - Teachers and Principal

Status history



May 25

NOT STARTED May 25, 2018
Evidence
Dashboard will reflect restorative practices at a 95% rate and ISS decreased from SY18.

ON-TRACK Teachers will create cycles of learning aligned to the CCSS using units for ELA/STEAM"
May 14, 2018 to Oct 19, 2018 - Teachers and Principal

Status history



May 25

ON-TRACK May 25, 2018
Evidence
Teacher designed units that are reviewed quarterly by the ILT and feedback provided at TT - agendas/minutes

Strategy 2

NOT STARTED

Identify and facilitate Professional development opportunities for all staff on effective implementation of 4 Acts across content areas."

Jul 16, 2018 to May 24, 2019 - Teachers and Principal

Status history

May 25

NOT STARTED

May 25, 2018

Evidence

Evidence for on track status includes professional development schedule, agendas, sign in sheets and training artifacts.

NOT STARTED

Teachers will design Unit plans to reflect daily writing for students across content areas."

Jun 04, 2018 to Oct 05, 2018 - Teachers

Status history

May 25

NOT STARTED

May 25, 2018

Evidence

Unit Plans reviewed with feedback provided by ILT

NOT STARTED

Teachers will design integrated lessons to reflect STEAM design challenges for students that connect across content areas - developing Agency, Identity, and Authority"

Jun 04, 2018 to Jun 07, 2019 - Teachers

Status history

May 25

NOT STARTED

May 25, 2018

Evidence

Design Challenges - student reflections in their journals

NOT STARTED

Teachers will design integrated lessons and assessments that reflect implementation of a Writers Workshop model of looking at student work transferred to other content areas."

Sep 10, 2018 to May 29, 2020 - Teachers

Status history

May 25

NOT STARTED

May 25, 2018

Evidence

Lesson plans with feedback from the Principal, and analysis of assessment shared at TT for peer feedback.

NOT STARTED

Identify and facilitate teacher training that reflects the effective implementation of Writers Workshop across content areas."

May 07, 2018 to Jun 07, 2019 - Teachers and Principal

Status history

May 25

NOT STARTED

May 25, 2018

Evidence

Evidence for on track status includes professional development schedule, agendas, sign in sheets and training artifacts.

NOT STARTED

Create a schedule that supports weekly whole staff collaboration as well as allows for common teacher preparation time. "

May 07, 2018 to Jun 01, 2018 - Principal and Teachers

Status history



NOT STARTED

May 25, 2018

Evidence

Evidence for on track status includes schedule, agendas, sign in sheets and collaboration logs.

NOT STARTED

Identify and facilitate Professional development opportunities for all staff on effective implementation school developed MTSS protocol."

May 14, 2018 to May 31, 2019 - Teachers, Counselor and Principal

Status history



NOT STARTED

May 25, 2018

Evidence

Evidence for on track status includes schedule, agendas, sign in sheets and MTSS data.

NOT STARTED

Identify and facilitate Professional development opportunities for all staff on effective implementation of balanced assessment practices connected to integrated curriculum."

- Teachers, Counselor and Principal

Status history



NOT STARTED

May 25, 2018

Evidence

MTSS Plan/Calendar

NOT STARTED

Teacher will differentiate instruction using small flexible groups for Guided Reading and Mathematics - monitored by ILT/Principal"

Sep 10, 2018 to Jun 12, 2020 - Teachers, ILT, and Principal

Status history



NOT STARTED

May 25, 2018

Evidence

Dashboard On-track data for grade 3; Quarterly Unit Assessments Storytown/EnVision; MOY - TRC/NWEA data; EOY TRC/NWEA data

NOT STARTED

Summer Explorers to transition students between grades - 6 weeks"

Jun 25, 2018 to Aug 01, 2018 - Teachers and Principal

Status history



NOT STARTED May 25, 2018
Evidence
Comparison of BOY-BOY Data for TRC/NWEA

NOT STARTED Extended day program to support students in reading and math."
Oct 01, 2018 to May 03, 2019 - Teachers and Principal

Status history



NOT STARTED May 25, 2018
Evidence
Student enrollment Bi-monthly data entries

NOT STARTED Co-teaching, Coaching, and Peer Observations to strengthen instructional practices - with training."
Oct 15, 2018 to May 24, 2019 - Teachers and Principals

Status history



NOT STARTED May 25, 2018
Evidence
REACH will indicate 90% for student engagement during observations - 3d

Strategy 3

NOT STARTED Create a calendar where teachers present and vertically analyze student work on a routine basis."
May 07, 2018 to Oct 19, 2018 - Teachers and ILT

Status history



NOT STARTED May 25, 2018
Evidence
Student work analysis calendar for ILT/TT meetings

NOT STARTED Create rubrics and protocols for analyzing student work across grade levels."
May 14, 2018 to Feb 22, 2019 - Teachers and ILT

Status history



NOT STARTED May 25, 2018
Evidence
Grade appropriate rubrics; meeting protocols

NOT STARTED Teachers will attend scheduled meetings to present and analyze student work, across grade levels, in accordance with created rubrics and protocols."
Nov 05, 2018 to Jun 05, 2020 - Teachers and ILT

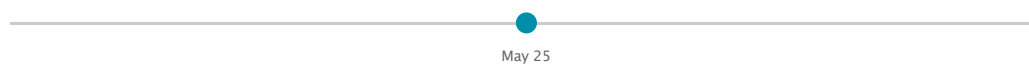
Status history



NOT STARTED May 25, 2018
Evidence
Student artifacts Meeting Agendas and sign-in sheets. Related rubrics

NOT STARTED Teachers will collaborate weekly with SPED when planning activities to develop Agency, Identity, and Authority for all students."
Aug 27, 2018 to Jun 07, 2019 - Teachers and Principal

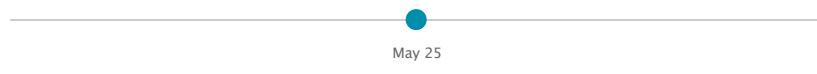
Status history



NOT STARTED May 25, 2018
Evidence
Collaboration logs will reflect weekly entries for all students with feedback

NOT STARTED All stakeholders will collaborate to create a creed for Jackie Robinson."
May 30, 2018 to Jun 08, 2018 - Students, Parents, Community, and all Staff

Status history



NOT STARTED May 25, 2018
Evidence
Published on the school's website Posted in the corridors Recited every day

ON-TRACK
All stakeholders will meet at EOY, BOY, and MOY to establish the EXPECTATIONS for the upcoming year, and increase parental involvement."
Jun 04, 2018 to Jun 20, 2018 - MTSS Team

Status history



ON-TRACK May 25, 2018
Evidence
Agendas Sign-in Sheet

NOT STARTED Professional reads to support developing teacher capacity on rigor"
Sep 10, 2018 to May 31, 2019 - ILT

Status history



NOT STARTED May 25, 2018
Evidence
Agendas Sign-sheets Reach 2b, 3c

Strategy 4

NOT STARTED
Identify, acquire and/or create school wide formative and Summative assessments that will be utilized in conjunction with the district assessments ."
Jun 11, 2018 to Dec 17, 2018 - Teachers and Principal

Status history

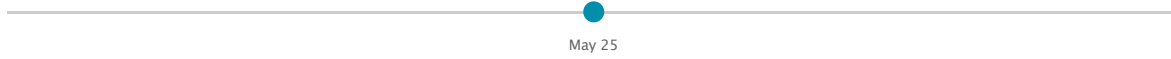


May 25

NOT STARTED May 25, 2018
Evidence
Bank of assessment instruments

NOT STARTED
Create a school wide calendar that lists formative and Summative assessments that will be utilized in conjunction with the district assessments ."
Jun 05, 2018 to Oct 05, 2018 - Teachers and Principals

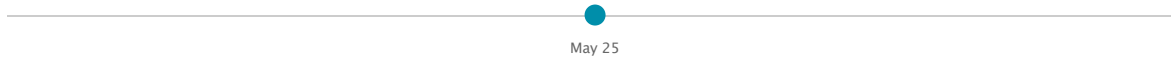
Status history



NOT STARTED May 25, 2018
Evidence
School wide assessment calendar

NOT STARTED
Identify and facilitate Professional development opportunities for all staff on effective implementation balanced assessment practices."
May 07, 2018 to Feb 01, 2019 - Teachers and Principals

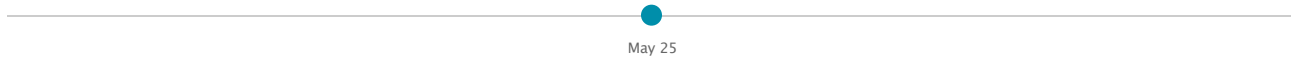
Status history



NOT STARTED May 25, 2018
Evidence
Evidence for on track status includes professional development schedule, agendas, sign in sheets and training artifacts.

NOT STARTED
Create a schedule so teacher teams can analyze objectives to identify learning targets, transform targets into high quality classroom assessments, and share and interpret results together."
May 07, 2018 to Sep 07, 2018 - Principal and Teachers

Status history



NOT STARTED May 25, 2018
Evidence
Evidence for on track status includes schedule, agendas, sign in sheets and collaboration artifacts.

NOT STARTED
Create school-wide protocol for effective use of MTSS to support student learning"
Jun 13, 2018 to Feb 22, 2019 - Teachers and Counselor

Status history



NOT STARTED May 25, 2018
Evidence
Evidence for on track status MTSS data -framework created, tracking tool, and school created protocol shared with all stakeholders

NOT STARTED Create school-wide protocol for effective grade policy that supports balanced assessment to support student learning ."
May 28, 2018 to Sep 07, 2018 - Teachers and Principals

Status history



NOT STARTED

May 25, 2018

Evidence

Grading Policy posted in all rooms, parent handbook, DoJo, website, and in the staff handbook.

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

ESSA Program

ESSA Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy

Complete

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

Annual Title I Parent Meeting, Monthly PAC and LSC Meetings, Back to School Event, Parent/Teacher Conferences, State of the School, Open Houses, Family Dinners and Other Events for Parents (Club Events), Informal events to Increase Social Relationships Among Parents

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

Annual Title I Meeting will be held by September 10, 2018. PAC organizational meeting will be held Thursday, October 4, 2018. Monthly PAC meetings will be scheduled during the organizational meeting. Information will be shared through the website, flyers, monthly calendar, newsletters, and two way communication systems. Parents will have at least 2 opportunities each month to participate in these types of activities.

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 school will provide this information via newsletters, State of the School Addresses, Open Houses, Parent/Teacher Conferences, and at school-wide Family Events.

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.

PAC meetings will be scheduled monthly at the organization meeting. Parents will make recommendations each month about suggestions that they have. Parents will provide verbal and/or written suggestions to the principal. Parents can put their ideas in the suggestion box.

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.

Information will be shared with parents at Report Card Pick-up and Mandatory Parent Meetings after Beginning of the Year and Middle of the Year data is received.

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

The principal will send parent letters home to communicate when their child is assigned to a teacher who is not "highly qualified".

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

Parents will receive ongoing communication about their child's progress through two way communication systems such as parent/teacher conferences, report cards, progress reports, goal setting, benchmark reports,

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.

Use a BOY, MOY, and EOY parent survey, PAC and LSC meetings, Family nights and events, State of the School address, digital portfolios that give parents access to what is happening in the classroom and allows them to give feedback to their child and the teacher.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

The students in the Early Childhood program will be invited to participate in all school-wide activities.

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

All information that is communicated to parents will be communicated with all staff so that everyone is able to clarify questions that may come up. Where needed we will reach out for information to be translated.

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.)

We envision a school of choice, where students, parents, staff and community partners collaboratively facilitate academic, physical and emotional growth by incorporating Jackie Robinson's 9 Values (Courage, Determination, Teamwork, Persistence, Integrity, Citizenship, Justice, Commitment, Excellence) through a rigorous curriculum that empowers ALL students to achieve their highest potential. Teachers will design a cohesive curriculum aligned to the CCSS that provided engaging instruction that leads to learning opportunities beyond the classroom walls. As a school, we will adapt instruction to meet each child's learning needs and styles with the ultimate goal of preparing them for success in the intermediate grades, college, career and life.

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.

District Parent-Teacher conferences will be held on Wednesday, November 14, 2018 and Wednesday, April 10, 2019. Additional time will be scheduled with parents to have meaningful Data discussions with the parents about ongoing assessments.

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

Teachers will provide daily and/or weekly progress reports using DoJo through our two-way communication systems, progress monitoring, goal settings, and Parent Portal.

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

Parents will have access to parents before and after school and during preparation periods. As necessary, the principal can provide coverage for teachers to conference with parents. Teachers and parents will use 2 way digital platforms with training. Room Parents will provide necessary communication between teacher and parents.

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.

School staff will communicate with parents how they can volunteer and participate in their child's class through activities such as, Parent Volunteer Day, Parent Readers - Mystery Reader, a minimum of 2 suggested volunteer hours for the year. The Room Parent will help coordinate some volunteer activities. Parents will be allowed too observe classroom activities that are approved by the teachers or principal.

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

School staff will communicate with parents how they can volunteer and participate in their child's class through activities such as, Parent Volunteer Day, Parent Readers - Mystery Reader, a minimum of 2 suggested volunteer hours for the year. The Room Parent will help coordinate some volunteer activities. Parents will be allowed too observe classroom activities that are approved by the teachers or principal.

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 participate in parent-teacher conferences, IEP meetings, student goal setting meetings, LSC meetings, PAC meetings. Learning outcomes will be sent home on a weekly basis and teachers will allow space for parent comments and suggestions.

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

The school will host daily, weekly, monthly, and quarterly celebrations to recognize student growth, achievement, attendance, etc. The names will be shared publicly in classrooms and throughout the hallways of the schools. Information will be shared during morning announcements, in newsletters, and daily communication folders. Students will be responsible for sharing their own achievement through a digital portfolio.

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.

Host monthly parent workshops and create learning opportunities that will equip parents with additional resources to help their children at home. Increase parent and community knowledge of SQRP and its impact to enable parents and the community to provide more support to the school. Topics will include attendance, practical strategies to help your child to be a better reader, the ABC's of testing, etc.

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program.

| Account(s) | Description | Allocation |
|-----------------|--|------------|
| 51130, 52130 | Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies. | \$ 0 .00 |
| 53405 | Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500. | \$ 493 .00 |
| 53205 | Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops. | \$ 164 .00 |
| 54125 | Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED) | \$ 0 .00 |
| 54505 | Admission and Registration Fees, Subscriptions and memberships For Parents use only. | \$ 0 .00 |
| <p>54205</p> | Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed. | \$ 0 .00 |
| <p>54565</p> | Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts. | \$ 0 .00 |
| <p>53510</p> | Postage Must be used for parent and family engagement programs only. | \$ 0 .00 |
| 53306 | Software Must be educational and for parent use only. | \$ 0 .00 |
| 55005 | Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents. | \$ 0 .00 |

