



Walter S Christopher Elementary School (/school-plans/80) / Plan summary

2016-2018 plan summary

Team

Name	Role	Email	Access
Katherine Gallagher	Principal	kmgallagher1@cps.edu	Has access
Amy McKee Hamilton	Assistant Principal	ammkee@cps.edu	Has access
Kimberly Moyer	Counselor/LSC Representative	kamoyer@cps.edu	Has access
Grace Szafran	Intermediate teacher	gcszafran@cps.edu	Has access
Maureen Rutherford	Middle School Resource Teacher	mtfrossard-ruther@cps.edu	Has access
Grace Sturtz	SEL Team member	gsturtz@cps.edu	Has access
Cynthia Dominguez	Bilingual Teacher	cadominguez@cps.edu	Has access
Martha Castrillon-LaRotta	Primary Teacher	mocastrillon-larotta@cps.edu	Has access
Ann Muszynski	Special Education Teacher	amuszynski@cps.edu	Has access
Joshua Deering	Special Education Teacher	jwdeering@cps.edu	Has access
Geoff Marbury	Paraprofessional	gsmarbury@cps.edu	Has access
Maria A Granados	Paraprofessional	magranados@cps.edu	Has access
Michael Sheehan	Teacher	mpsheehan@cps.edu	Has access

Team meetings

Date	Participants	Topic
01/08/2016	Lorraine Balesh, Kimberly Moyer	Team creation
01/20/2016	Ellia Lemberis, Grace Sturtz, Grace Szafran, Michael Sheehan, Martha Castrillon-LaRotta, Ann Muszynski, Geoff Marbury, Maria A Granados, Lorraine Balesh	

01/21/2016	Amy McKee Hamilton, Kim Moyer, Grace Szafran	Quality and Character of School Life
01/25/2016	Grace szafran, Josh Deering, Ellie Lemberis, Cynthia Dominguez	Quality Teaching
01/25/2016	Kimberly Moyer, Amy McKee Hamilton	Quality and Character of School Life
01/27/2016	Cynthia Dominguez, Grace Szafran Josh Deering	Quality Teaching
01/27/2016	Kimberly Moyer, Amy McKee Hamilton	Quality and Character of School Life
01/27/2016	Kimberly Moyer, Amy McKee Hamilton	Quality and Character of School Life
01/25/2016	Grace Sturtz, Michael Sheehan, Angelica Granados	Culture/Climate
01/26/2016	Ann Muszynski, Geoff Marbury, Maureen Rutherford, Martha Castrillon	Student Learning
01/28/2016	Grace Sturtz, Grace Szafran, Josh Deering, Cynthia Dominguez, Michael Sheehan, Angelica Granados, Geoff Marbury, Martha Castillon, Ella Lemberis, Lorraine Balesh	Framework Review
02/03/2016	Grace Sturtz, Grace Szafran, Josh Deering, Cynthia Dominguez, Amy McKee Hamilton, Ann Muszynski, Michael Sheehan, Ellie Lemberis, Lorraine Balesh	Framework Review
02/04/2016	Kimberly Moyer, Amy McKee Hamilton	Framework Review
03/22/2016	Lorraine Balesh, Ellie Lemberis, Ann Muszynski, Amy McKee-Hamilton, Angelica Granados, Geoff Marbury, Martha Castrillion-LaRotta, Josh Deering	Priorities and Goals
03/29/2016	Lorraine Balesh, Ellie Lemberis, Josh Deering, Amy McKee-Hamilton, Maureen Rutherford, Ann Muszynski, Martha Castrillion-LaRotta, Grace Sturtz, Mike Sheehan, Geoffrey Marbury, Cynthia Dominguez, Kim Moyer, Angelica Granados	Goals and Strategies
04/05/2016	Lorraine Balesh, Ella Lemberis, Joshua Deering, Grace Sturtz, Grace Szafran, Ann Muszynski, Martha Castrillon, Maureen Rutherford, Angelica Granados, Geoff Marbury, Kim Moyer	Goals and Strategies
04/07/2016	Lorraine Balesh	Goals, Fund Compliance and Parent Plan

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

1 2 **3** 4

- School vision is written in the parent and staff handbook and school website
- Principal discusses vision and beliefs at the annual State of the School presentation
- Vision, mission, and priorities are reviewed at LSC meetings when CIWP is being reviewed along with the PAC and BAC annual meeting
- Professional development is aligned to the district, network, and school priorities
- 5 Essentials
- Teachers regularly seek out and provide additional resources to support individual students
- Teachers advocate for the well-being of students
- Teachers take on leadership roles in helping to support teams in making decisions based on student and school needs
- In collaboration with ILT, SEL team, LSC, and grade level CIWP is developed

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.
- **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	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

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

Score

1 2 3 4

- ILT Effectiveness Rubric Score - 4
- Agendas • Calendar - developed at the beginning of the school year for the entire year
- Minutes are archived for each meeting
- Powerful Practice has been implemented for the past four years. Data (NWEA, Mclass, student work, 5 Essentials) is reviewed each year to determine what the powerful practice will be.
- Two day summer retreat - review vision, mission, theory of action, goals, and student data.
- Plan for upcoming school year instructional practices
- Collaborated with the SEL leadership team
- Each grade level is represented in ILT. ILT members report out to grade level teams
- Paraprofessionals are represented on ILT

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
 - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
 - Relentlessly ask, “**Is it working?**” about every program, initiative, and strategy in the school.
 - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ ILT Effectiveness Rubric Score
	✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes)
	✓ Evidence that work of ILT has contributed to positive outcomes for students and staff
	✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders
	Collaborative Teachers
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
	B5. Supports Teacher Teams

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

• Quarterly scheduled PD's with the goals aligned to the school (CIWP), network, and district (pillars) priorities • Teachers are provided exit slips in order to gather feedback on the PD. • Teachers are given time to work on safe practices (collaborative conversations, academic vocabulary, word walls, and CHAMPS) • Administrators observe teachers and PSRP's to evaluate and give timely feedback to each individual that's observed • Professional development is provided for teachers and PSRP's throughout the year on designated school improvement days and grade level meetings • Teachers seek opportunities for professional growth to enhance content knowledge and pedagogical skill and uses new knowledge to improve practice. • Teachers regularly collaborate with and provide/receive support to/from colleagues during weekly grade level meetings, powerful practice peer observations, and informal collaborations • We are in good standing on the SQRP • Teachers regularly seek out and provide additional resources to support individual students to be successful. Teacher advocates for the well being of individual students. • We obtained a score of neutral on the 5 Essentials

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	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

Aligned Resources:

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

Score

1 2 3 4

• Teachers, PSRP's, therapists, and nurses schedules are developed to aligned with students IEP needs. • Student needs dictate how staff schedules are developed i.e. diverse learners, ELL... • High teacher and PSRP retention rate. • Hiring committee is comprised of school administration, teachers, and/or para professionals to interview potential candidates for open positions the committee reviews resumes, cover letters, and letters of recommendation are collected. • Through the 21st century grant the YMCA provides after school programming which includes but is not limited to academic tutoring, swim lessons, cooking lessons, and chess lessons. • Homework assignments are regularly turned in on a timely fashion as a result of the YMCA after school program. - Students enrolled in the after-school YMCA program have a higher rate of attendance as compared to those who are not. • St. Ignatius High School – provides gifts, and arts and crafts with every student • The school is in a 2 year partnership, Science for All Students, with the Lincoln Park Zoo. • 5th grade has a partnership entitled Living & Learning in the Classroom with Lincoln Park Zoo. • Fellowship with the Brookfield Zoo that focuses on inquiry. - Partnership with Common Threads (Small Bites, Family Cooking) to support healthy living habits and introduce students to diverse backgrounds. - Partnership with Botanical Gardens that focuses on community gardens and hands on classroom experiences that involve the exploration of plant life cycles. • Various theater groups come and perform for students, using song, dance, and puppets. - School exceeds the required number of bilingual/ ESL certified teachers. - Students are instructed by certified staff for the programs and/ or content areas for which they are enrolled. - All positions previously impacted by budget cuts have been restored to adequately service students.

Guide for Aligned Resources

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules
	✓ Teacher retention rates
	✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
	✓ Candidate interview protocol documents
	✓ List of community-based organizations that partner with the school and description of services
Measures	✓ Evidence of effectiveness of the services that community-based organizations provide
	✓ Budget analysis and CIWP
Five Essentials	✓ Five Essentials
CPS Framework for Teaching	Effective Leaders
	Collaborative Teachers
CPS Performance Standards for School Leaders	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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Score

1 2 **3** 4

• All teachers create comprehensive and thematic unit plans which cover multiple disciplines which are sequenced and paced to meet the diverse needs of our students. Many unit plans also state the DOK levels and include various assessments throughout to check for understanding. Assessments include: formal, summative, and informal. Also teachers use the following assessments for groupings and progress monitoring: Mclass, IDEL, DIBELS, TRC, Reach, NWEA, ACCESS, DLM, and UNIQUE. • At this time Christopher is not rated by SQRP metrics. Christopher continues to remain in Good Standing". • We scored very organized on the 5 Essentials Survey for Ambitious Instruction we were rated 60% and very organized meaning classes are challenging and engaging for students. • We scored weak/neutral on the 5 Essentials Survey for Collaborative Teachers. Teachers collaborate weekly during grade level meetings, at which an ILT member is present at each grade level meeting keeping open communication between leadership and teachers. Teachers voluntarily come in one morning a month to meet with administration to discuss data, share information, use for professional development, attendance, social emotional learning, updates from ILT and 3CLT. New teachers also receive a mentor within the building that meet once a week throughout the year and new teachers have also been a part of a mentoring program through CPS. We scored weak/neutral on the 5 Essentials Survey for Effective Leaders. • CPS framework for teaching 3A.- Communicating with students: ILT members choose a powerful practice based on formal and informal assessments. This practice is differentiated within our school to accommodate our diverse learners. Over the past 2 years, our teachers have identified and implemented powerful practices such as purposing the lesson, summarizing the lesson, collaborative conversations and tier 2 vocabulary. Teachers engage in student conferences to address goal setting related to their NWEA MAP scores, as well as on track data conversations with students. • CPS Framework for Teaching 3c. - Engaging Students in Learning: Teachers create unit plans that include standards based learning objectives and many have their assignments/tasks aligned to DoK to make sure there are different levels of complexity to meet the needs of all students. Our powerful practice: Collaborative Conversations and Purposing the lesson allows students to engage with one another and the teacher, to practice skills of listening and speaking, deepen their understanding of the topic and reflect on their learning. Teachers are then able to assess where students are, pace their instruction, group students, and provide intervention when needed. • CPS framework for teaching 1A - Demonstrating knowledge of content and pedagogy: Teachers are aligning their unit and lesson plans to the common core standards and incorporating DoK. These plans are carried over multiple subject areas and over multiple weeks allowing students to transfer their knowledge across subjects. Teacher's plans are then differentiated to meet the needs of the students. Teachers and paraprofessionals work collaboratively to promote student learning. • CPS framework for teaching 1D - Designing coherent instructions: Teachers create unit plans that include standards based learning objectives and many have their assignments/tasks aligned to DoK to make sure there are different levels of complexity to meet the needs of all students."

Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
 - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **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 in addition to content standards to differentiate for English learners.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP** (<http://apcentral.collegeboard.com/home>), **gifted** (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXrY3xneDoyYjIINGl4MmY3YTlxYTgz>), etc.)
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

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

Instructional Materials:

Score

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)

1 2 3 4

• Teachers use a cross-section of materials from a variety of content areas and grade levels this includes manipulatives for Go Math Manipulative Sets, Foss Science Kits, LEGOS, STEM Science Kits, and Lakeshore Learning Kits and Sets for the low incidence program which include materials for Language Arts, Math, Science and Social Studies. • Teachers use scaffolding and differentiation for all students to access the content/skills this can be seen in some lesson plans, unit plans and day to day lessons and activities. Due to the nature of our students and the low incidence program differentiation occurs naturally and we collaborate and discuss this at grade level meetings, faculty meetings and IEP meetings. • Teachers and classrooms have a presence of varied texts including different levels, bilingual/ESL in the primary classrooms ,novels, multiple genres, biographies, autobiographies, and supplementary media includes Starfall, Lexia, Stride Academy, Storytown Cd's, Tumble Books, Go Math, and Naviance. • At this time Christopher is not rated by SQRP metrics. Christopher continues to remain in Good Standing". • CPS framework for teaching 1a - Demonstrating knowledge of content and pedagogy: Teachers are aligning their unit and lesson plans to the common core standards and incorporating DoK. These plans are carried over multiple subject areas and over multiple weeks allowing students to transfer their knowledge across subjects. Teacher's plans are then differentiated to meet the needs of the students. Teachers and paraprofessionals work collaboratively to promote student learning. • CPS Framework for Teaching 1b. - Demonstrating knowledge of students. Teachers create unit and lesson plans to reflect learning objectives. Cultural interests are reflected within units as it coincides with the calendar. Teachers are aware of various students learning levels and adjust or differentiate lessons as needed. • CPS framework for teaching 1d - Designing coherent instructions: Teachers create unit plans that include standards based learning objectives and many have their assignments/tasks aligned to DoK to make sure there are different levels of complexity to meet the needs of all students. • CPS Performance Standards for School Leaders A3. Allocates Resources to Support Students Learning, Prioritizing time

Guide for Instructional Materials

Instructional materials (including technology) are.....

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

- Technology enhances students' higher order, creative thinking and problem solving.
- Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
 - Students make choices about instructional materials as part of learning.
 - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
 - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

Score

1 2 3 4

• Teachers review, look for trends, collect data on students work from a variety of content areas during grade level meetings, students work is also displayed in classrooms, bulletin boards in hallways, and student of the month board. • Observation of student learning occurs throughout the school year by learning walks, peer observations 3 times a year, science fair, art fair, bulletin boards of student works, • Teachers in general education K-8 are currently working on the powerful practice of collaborative conversations. Teachers have provided guidelines, structure, modeling and students know can engage in collaborative conversations. • At this time Christopher is not rated by SQRP metrics. Christopher continues to remain in Good Standing". • CPS framework for teaching 1d - Designing coherent instructions: Teachers create unit plans that include standards based learning objectives and many have their assignments/tasks aligned to DoK to make sure there are different levels of complexity to meet the needs of all students. • CPS Framework for Teaching 2b: Establishing a Culture for Learning. All teachers have created classrooms that are welcoming and set a tone for learning with displays of students' works, goals, expectations, and rules. Our powerful practices: collaborative conversations and purposing/summarizing the lesson allows teachers to set the tone of the lessons, what expectations are, students responsibilities, and goals. Through collaborative conversations/summarizing the lesson students are able to articulate the value and purpose of their learning, share dialogue with one another, help one another and deepen their understandings of the topics at hand. • CPS Framework for Teaching 3c. - Engaging Students in Learning: Teachers create unit plans that include standards based learning objectives and many have their assignments/tasks aligned to DOK to make sure there are different levels of complexity to meet the needs of all students. Our powerful practice: Collaborative Conversations and Purposing the lesson allows students to engage with one another and the teacher, to practice skills of listening and speaking, deepen their understanding of the topic and reflect on their learning. Teachers are then able to assess where students are, pace their instruction, group students, and provide intervention when needed.

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 ([https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20\(Short%20Version\).pdf?attredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). 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	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

Score

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)

1 2 3 4

• Naviance has been implemented for CPS middle school students as of January, 2016. All of Christopher's 8th grade gen ed students have been on their naviance accounts and completed their first interest inventory. This Naviance account will follow them through their CPS High School career. • Students in grades 6-8th gen ed participate in a weekly class with the counselor. These classes expose middle school students to college and careers, examine personal study skills as well as organizational skills, allow them opportunities to set goals, prepare them for the transition to HS as well as address the social emotional issues that arise. To summarize, these classes prepare them for future success. • What's Next IL curriculum is being used for 8th grade students in conjunction with Naviance. Students spent the beginning part of the year exploring HS options and applying to HS's. The counselor conducted 2 HS information nights for Parents and students to ask questions and apply online to HS. Students in 8th grade will also complete sample college searches, attend a college campus, and practice resume building. Our culminating activity will include individual career presentations based on their Naviance interest inventories. • 7th grade students from the gen ed classroom and Cross Categorical room 104, participate in weekly classes with the counselor. These lessons revolved around the Stephen Covey book "7 Habits of Highly Effective Teens" while also addressing the IL Social Emotional Learning Standards and preparing them for High School options that will be on their horizon. • 6th grade students that participate in the counselor's Transitions class are focusing on the switch from 5th grade to middle school. The Executive Functions curriculum is used with this group as it prepares them to set goals, identify study habits, and practice organization as it relates to future success. Students in 6th grade are also reading the novel "Wonder" by RJ Palacios and addressing topics related to Bullying, Acceptance and Friendships. The final semester will be spent on HS discussions and preparing for 7th grade, as it is the most important year when it comes to HS options. • Counselor makes herself available to meet with parents about the HS option process during report card pick up night • We scored very organized on the 5 Essentials Survey for Ambitious Instruction we were rated 60% and very organized meaning classes are challenging and engaging for students. • We scored neutral on the 5 Essentials Survey for Supportive Environment. This year we implemented CHAMPS. All staff was trained at the beginning of the year and it is implemented throughout the school. The school counselor also checks in periodically to see if teachers need more support implementing CHAMPS. There are CHAMPS posters throughout the school, in classrooms, and designated areas to be a visual reminder of the expectations for students and staff. • CPS Framework for Teaching 2b: Establishing a Culture for Learning. All teachers have created classrooms that are welcoming and set a tone for learning with displays of students' works, goals, expectations, and rules. Our powerful practices: collaborative conversations and purposing/summarizing the lesson allows teachers to set the tone of the lessons, what expectations are, students responsibilities, and goals. Through collaborative conversations/summarizing the lesson students are able to articulate the value and purpose of their learning, share dialogue with one another, help one another and deepen their understandings of the topics at hand.

Guide for Transitions, College & Career Access & Persistence

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

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	Ambitious Instruction Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 2 **3** 4

• Students are grouped in heterogeneous collaborative groups based upon their ability. Tasks are also developed with rigor and differentiated levels of cognitive thinking using different levels of Depth of Knowledge. Open-ended questions are also incorporated into daily lessons in order to provide students with the opportunity to further question/investigate and discuss. As part of our powerful practice teachers continue to incorporate differentiated instruction and levels of questioning to assist in collaborative discussion. • Teachers also participate in peer observation and learning walks to provide support to colleagues. • At this time Christopher is not rated by SQR metrics. Christopher continues to remain in Good Standing". • Five Essentials • Christopher school scored strong on 5 Essentials. • Effective leaders scored weak but have shown improvement in a course of a year. 2014 scored 18 points. 2015 scored 29 points. • Christopher school scored neutral in Supportive Environment. Peer support for academic work scored low but has shown improvement and growth. • CPS Framework for Teaching • Teachers purpose the lessons and convey to the students what they are learning and why and also reiterate the purpose during the lesson. Teachers continuously model the task for students. • Teachers use a variety of open ended questions for engaging and encouraging student learning and peer conversation. • Teachers ask students to complete tasks, activities and assignments that address standard objectives. • Teachers use modified curriculum and differentiated instruction. • Teachers use informative, formative and summative assessments to guide instruction. Sometimes students are asked to evaluate their own work. Teacher also provides feedback to probe further thinking. • Teachers identify teachable moments. Teachers also draw from a number of strategies and show flexibility using various strategies. • Cluster teachers and therapists use evidence based practices to prompt, cue, and support student learning and engagement. Cluster teachers use a significantly modified and differentiated evidence based curriculum to engage our students and provide them with access to their academic environment. • CPS Performance Standards • Administrators completed observations and feedback within the provided guidelines from pre- to post.

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.

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"> ✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff

Multi-Tiered System of Support:

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

• PBIS/CHAMPS has been implemented as our Tier One whole school intervention. Tier Two and Tier Three systems are in place to address students' SEL and academic needs. Lead reading specialist provided progress monitoring, interventions, and referrals. Teacher teams set protocols where an area of weakness is evident. Personal Learning Plans were developed and completed for identified students. NWEA data, TRC, MCLASS, DIBELS, SANDI and Student work are analyzed to guide instruction. Centers are flexible and are made up of heterogeneous and homogenous groups. NWEA Data was used to set individual goals for students with input from student. Progress reports, NWEA data, attendance, report cards and IEP report cards are used to monitor on track students. • At this time Christopher is not rated by SQRP metrics. Christopher continues to remain in Good Standing". • 100% of students in eighth grade students graduated. Four students school wide were retained in bridge years. • Collaborative teaching scored neutral. • Units are connected to related discipline and content area. Reading and Writing are integrated in units. Unit and or lessons plans include content that is well sequenced and builds on prior lessons and student learning. They also include a diverse range of instructional strategies that are entirely appropriate for the content and student's learning styles. • Unit/lesson plans are developmentally appropriate for the whole class and are also modified for specific groups of students based on teacher knowledge of various student characteristics. • Teachers gather information about student learning styles through formative and informative observation. Information is also gathered from administration, parents, fellow teachers, counselors and review of records. • Unit and lessons plans integrate knowledge of individual students needs with specific or unique content and resources. Classroom activities are planned and paced so the class can achieve the learning objectives. • Students refer to and help enforce classroom rules for student behavior. • Teachers adjust and respond to student misbehavior so that it is addressed at the appropriate level for individual students' needs. • Teacher regularly uses assessments during class to check student progress on leaning objective. Teacher shares examples of high quality student work with students. Teachers regularly provide individual and group of students with feedback on their work. Feedback is aligned to expectations and suggests future improvement. • Teachers identify appropriate "teachable moment" and use it to further engage students in the content or learning. Teachers frequently adjust instruction. Teachers implement strategies to help individual students who experience difficulties in the learning process or to further challenge students. Teachers draw from a range of strategies to adjust instruction to meet individual student needs or challenge individual students. • CPS Performance Standards for School Leaders (administrator input) • B3.MTSS Implementation effective in school

Guide for Multi-Tiered System of Support

- **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 (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) 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	

Balanced Assessment & Grading:

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

Score

1 2 3 4

• Teachers create assessments for students. • Unit/lesson plans have formative, summative, and performance task. Assessment is ongoing. • NWEA, TRC, MCLASS, DIBELS, SANDI, and ACCESS data are used to for the purpose of planning intervention groups and instruction for struggling students. • Assessment calendar is available with scheduled NWEA, Dibbles, ACCESS, Reach Assessment, Quarterly Benchmark • Teachers keep hard copy and electronic copy of grades. • Grading policy posted in every classroom • Grade reports are sent home with in five weeks (progress reports, report cards) • At this time Christopher is not rated by SQRP metrics. Christopher continues to remain in Good Standing". • Learning objective are aligned to content and address the needs of students. They address the content they will learn and assessments are also aligned to learning objective. Learning objective include a range of learning skills and allow opportunities for student collaboration. • Teachers plan include appropriate assessments that are aligned to the lesson plan. Plans for assessment include clear expectation and rubric and examples are also provided. • Unit/lesson plan include assessment that is appropriate for achievement of students. • Teacher uses assessment feedback to inform instruction. • Teacher uses assessment to check for student understanding during lesson. • Examples are shared to demonstrate high quality work • Students understand how they are being assessed. • Teacher ask students peer evaluate • Teacher provides feedback on student work for improvement and is effective and timely. • Teachers self-evaluate lesson and can identify areas of improvement for student success. • Teacher can describe how instructional strategies improved student learning and how to strengthen lesson in the future. • Teachers keep record of grade and student progress is shared with student and parents. Teachers also keep record of interaction with other instructional or non-instructional student support. Cumulative folders are also kept and updated with pertinent information. • CPS Performance Standard for School Leaders (administrator input) • Implements Curricular Scope and Sequence and Review Instructional Practice

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 (<http://www.udlcenter.org/aboutudl/udlcurriculum>) 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 (<http://www.csai-online.org/spotlight/assessment-design-toolkit>).
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
 - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
 - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
Measures	✓ Grade distribution reports (course success rates)
	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives
	1e. Designing Student Assessment
	3d. Using Assessment in Instruction
	4a. Reflecting on Teaching & Learning
	4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

Score

1 2 3 4

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

• Teachers and students set individual goals at the beginning of the school year and are located in most classrooms. • NWEA, DIBLES, MClass, TRC, and Idel scores are used for goal setting for each individual at the BOY and the MOY. • NWEA, DIBLES, MClass, TRC, and Idel scores are reviewed at grade level meetings and teachers are grouping students based on their scores at the BOY, MOY, and EOY. • Teachers continually review student work. Teachers also bring student work samples to grade level meetings to use as data, set goals, make groupings, determine levels of DOK, write unit plans, create rubrics and assessments. • We scored neutral on the 5 Essentials Survey for Ambitious Instruction. The trend is increasing over the past few years in this area. • We scored weak/neutral on the 5 Essentials Survey for Collaborative Teachers. Teachers collaborate weekly during grade level meetings, at which an ILT member is present at each grade level meeting keeping open communication between leadership and teachers. • We scored neutral on the 5 Essentials Survey for Supportive Environment. This year we implemented CHAMPS. All staff was trained at the beginning of the year and it is implemented throughout the school. The school counselor also checks in periodically to see if teachers need more support implementing CHAMPS. There are CHAMPS posters throughout the school, in classrooms, and designated areas to be a visual reminder of the expectations for students and staff. • Second Step has been implemented this year to promote social/emotional growth for the students. Through the use of Second Step in all classrooms students are: developing self-awareness, and self-management skills to achieve school and life success, learning to establish and maintain positive relationships, and acquiring age appropriate decision making skills which all address the ISBE Social Emotional Standards. Middle School expounds on Second Step by the Counselor teaching 5 SEL based transition courses. • CPS Framework for Teaching 2b: Establishing a Culture for Learning. All teachers have created classrooms that are welcoming and set a tone for learning with displays of students' works, goals, expectations, and rules. Our powerful practices: collaborative conversations and purposing/summarizing the lesson allows teachers to set the tone of the lessons, what expectations are, students responsibilities, and goals. Through collaborative conversations/summarizing the lesson students are able to articulate the value and purpose of their learning, share dialogue with one another, help one another and deepen their understandings of the topics at hand. • CPS Performance Standards for School Leaders - C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort • We created a Culture and Climate committee at our school that meets bi weekly. This committee is composed of administration, teachers and paraprofessionals.

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 ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

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

• We scored weak/neutral on the 5 Essentials Survey for Collaborative Teachers. Teachers collaborate weekly during grade level meetings, at which an ILT member is present at each grade level meeting keeping open communication between leadership and teachers. Teachers voluntarily come in one morning a month to meet with administration to discuss data, share information, use for professional development, attendance, social emotional learning, updates from ILT and 3CLT. • School Climate Standards Self-Assessment- The 3CLT discussed the possible implementation. • We scored neutral on the 5 Essentials Survey for Supportive Environment. This year we implemented CHAMPS. All staff was trained at the beginning of the year and it is implemented throughout the school. All Classrooms are using CHAMPS as their classroom management, which includes classroom rules that allow for mutual respect to happen throughout the day. The school counselor also checks in periodically to see if teachers need more support implementing CHAMPS. There are CHAMPS posters throughout the school, in classrooms, and designated areas to be a visual reminder of the expectations for students and staff. Second Step has been implemented this year to promote social/emotional growth for the students. Through the use of Second Step in all classrooms students are: developing self-awareness, and self-management skills to achieve school and life success, learning to establish and maintain positive relationships, and acquiring age appropriate decision making skills which all address the ISBE Social Emotional Standards. Middle School expounds on Second Step by the Counselor teaching 5 SEL based transition courses. • CPS Framework for Teaching 1b. - Teachers are aware of the child and adolescent development. This is exhibited through age appropriate learning activities within all classrooms. Many students at Christopher have IEP's and require the teachers to modify their instruction to meet their academic needs. Teachers are aware of each students learning process as well as learning styles. Many of our Gen Ed teachers are certified Special ED teachers and are aware of how to modify lessons based on students needs. • CPS Framework for Teaching 2a. - Staff is placed at all entrances/exits to greet students to make them feel welcome. We have a student of the month that recognizes students for a variety of reasons; academic, character, going above and beyond, outstanding, effort, etc. All Classrooms are using CHAMPS as their classroom management, which includes classroom rules that allow for mutual respect to happen throughout the day. The school counselor also checks in periodically to see if teachers need more support implementing CHAMPS. There are CHAMPS posters throughout the school, in classrooms, and designated areas to be a visual reminder of the expectations for students and staff. Every winter, our teachers look for referrals for families that may be in need of extra support with either food or gifts. These donations by staff are just another example the constant display of concern and care by our staff to out students. • CPS Performance Standards for School Leaders D2. - Creates, developed and sustains relationships that result in active student engagement in the learning process. • CPS Performance Standards for School Leaders E1. - Creates Culturally Responsiveness Climate -

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	<ul style="list-style-type: none"> ✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

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

• We offer extra curricular activities at our school including: CSI (YMCA) enrichment and recreation after school, cooking classes, chess class, Scholastic Spectacular, Circussteem, HEART program, outdoor garden program, Consensus, Small Bites, Dancing with Class, Academic After School, ESL After School Academics, parent lead craft activities, and parent fitness classes. • Student Interest Survey - Interest Inventories are completed in middle school through the Naviance program. 8th grade gen ed students completed their first Naviance Interest survey in January 2016. Other, non formal, assessments are used within the middle school. • Student engagement in decision making is evident in our Student Council. Our Student Council is composed of both general education students and special education students. A middle school teacher and staff helps aid in the running of student council. They make decisions on some fund raisers, different activities that occur throughout the year, and raising awareness for different causes. • My Voice My School 85.1% of students completed the 2014/15 survey. • We scored neutral on the 5 Essentials Survey for Supportive Environment. This year we implemented CHAMPS. All staff was trained at the beginning of the year and it is implemented throughout the school. The school counselor also checks in periodically to see if teachers need more support implementing CHAMPS. There are CHAMPS posters throughout the school, in classrooms, and designated areas to be a visual reminder of the expectations for students and staff. • Second Step has been implemented this year to promote social/emotional growth for the students. Through the use of Second Step in all classrooms students are: developing self-awareness, and self-management skills to achieve school and life success, learning to establish and maintain positive relationships, and acquiring age appropriate decision making skills which all address the ISBE Social Emotional Standards. Middle School expounds on Second Step by the Counselor teaching 5 SEL based transition courses. • CPS Framework for Teaching 1b. - Teachers are aware of the child and adolescent development. This is exhibited through age appropriate learning activities within all classrooms. Many students at Christopher have IEP's and require the teachers to modify their instruction to meet their academic needs. Teachers are aware of each students learning process as well as learning styles. Many of our Gen Ed teachers are certified Special ED teachers and are aware of how to modify lessons based on students needs. CPS Framework for Teaching 2a. - Staff is placed at all entrances/exits to greet students to make them feel welcome. We have a student of the month that recognizes students for a variety of reasons; academic, character, going above and beyond, outstanding, effort, etc. All Classrooms are using CHAMPS as their classroom management, which includes classroom rules that allow for mutual respect to happen throughout the day. The school counselor also checks in periodically to see if teachers need more support implementing CHAMPS. There are CHAMPS posters throughout the school, in classrooms, and designated areas to be a visual reminder of the expectations for students and staff. Every winter, our teachers look for referrals for families that may be in need of extra support with either food or gifts. These donations by staff are just another example the constant display of concern and care by our staff to out students. • CPS Framework for Teaching 3c. - Engaging Students in Learning: Teachers create unit plans that include standards based learning objectives and many have their assignments/tasks aligned to DOK to make sure there are different levels of complexity to meet the needs of all students. Our powerful practice: Collaborative Conversations and Purposing the lesson allows students to engage with one another and the teacher, to practice skills of listening and speaking, deepen their understanding of the topic and reflect on their learning. Teachers are then able to assess where students are, pace their instruction, group students, and provide intervention when needed. • CPS Performance Standards for School Leaders D3. - Utilizes Feedback from Multiple Stakeholders for School Improvement

Guide for Student Voice, Engagement, & Civic Life

Students...

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
 - Student needs, interest, and input are solicited for student programming.
 - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
 - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
 - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
 - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **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.
- **Connect to decision-makers.**
 - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
 - Students learn about issues and candidates, prepare voter education materials and get involved.
 - All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**
 - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
 - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
 - Incorporate writing for audience beyond the teacher (presentation based learning).

- Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.
- Consider how people in a democratic society effect change.
- Consider their roles and responsibilities as a member of the community.
- In high school, students are enrolled in Civics courses.

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data) ✓ Student interest surveys (and/or other avenue for student input) ✓ Policies regarding student engagement in decision making ✓ Student government or committee charter and responsibilities ✓ MVMS Student Survey completion rates and results
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Social Science 3.0 Social Emotional Learning 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

• My Voice My School we scored neutral for School Safety from the students and teachers perspective. • My Voice My School overall score for Safety was a 52 which is in the neutral range. • _____ % of teachers are on there proficient or distinguished in 2c on the Framework for Teaching. • Examples of teacher practice improving Domain 2 of the Framework for Teaching includes: student work is displayed in all classrooms and hallways, students in General education classrooms are paired up with students in special education classrooms which demonstrates empathy and respectful interactions between peers, Second Step is used in all classrooms building upon knowledge of Empathy, compassion, and acceptance, CHAMPS is used throughout the school to support a positive climate and culture, teachers are purposing a lesson which allow for students to have a better understanding in turn allowing the students to set goals for academic growth. • School Climate Standards Self-Assessment- The 3CLT discussed the possible implementation. • Five Essentials Survey Supportive Environment Score is neutral. It went from a 41 to 57 from 2014 to 2015. • CPS Framework for Teaching 2a. - Staff is placed at all entrances/exits to greet students to make them feel welcome. We have a student of the month that recognizes students for a variety of reasons; academic, character, going above and beyond, outstanding, effort, etc. All Classrooms are using CHAMPS as their classroom management, which includes classroom rules that allow for mutual respect to happen throughout the day. The school counselor also checks in periodically to see if teachers need more support implementing CHAMPS. There are CHAMPS posters throughout the school, in classrooms, and designated areas to be a visual reminder of the expectations for students and staff. Every winter, our teachers look for referrals for families that may be in need of extra support with either food or gifts. These donations by staff are just another example the constant display of concern and care by our staff to out students. • CPS Framework for Teaching 2c. - Managing Classroom Procedures All Classrooms are using CHAMPS as their classroom management, which includes classroom rules that allow for mutual respect to happen throughout the day. The school counselor also checks in periodically to see if teachers need more support implementing CHAMPS. There are CHAMPS posters throughout the school, in classrooms, and designated areas to be a visual reminder of the expectations for students and staff. Students are aware of classroom rules as they are created together at the beginning of the year and reviewed as needed throughout the year. Middle School has created a rewards system for behavior and has offered quarterly incentives for students to participate in. • CPS Framework for Teaching 2d. - Managing Student Behavior All Classrooms are using CHAMPS as their classroom management, which includes classroom rules that allow for mutual respect to happen throughout the day. The school counselor also checks in periodically to see if teachers need more support implementing CHAMPS. There are CHAMPS posters throughout the school, in classrooms, and designated areas to be a visual reminder of the expectations for students and staff. An MTSS committee has been created this year to support the tier 2 and tier 3 interventions that are needed for students to achieve success both academically and social emotionally. Tier 2 & 3 interventions for student behavior / social emotional issues are supported by the school counselor and school Social Worker. • CPS Performance Standards for School Leaders - Creates a Safe, Clean and Orderly Learning Environment

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ MVMS score – “Safety”
	✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?
	✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.
	✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score
	✓ My Voice, My School Survey “Safety” score
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

Restorative Approaches to Discipline:

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

Score

1 2 3 4

• Minimal misconducts • Five Essentials Survey Supportive Environment Score is neutral. It went from a 41 to 57 from 2014 to 2015. We scored a 76 strong in academic personalism. Teachers connect with students in the classroom and support them in achieving their academic goals. • Framework for Teaching 2a. Creating an Environment of Respect and Rapport: student work is displayed in all classrooms and hallways, students in General education classrooms are paired up with students in special education classrooms which demonstrates empathy and respectful interactions between peers, Second Step is used in all classrooms building upon knowledge of Empathy, compassion, and acceptance, CHAMPS is used throughout the school to support a positive climate and culture, teachers are purposing a lesson which allow for students to have a better understanding in turn allowing the students to set goals for academic growth. • Framework for Teaching 2d. - Managing Student Behavior All Classrooms are using CHAMPS as their classroom management, which includes classroom rules that allow for mutual respect to happen throughout the day. The school counselor also checks in periodically to see if teachers need more support implementing CHAMPS. There are CHAMPS posters throughout the school, in classrooms, and designated areas to be a visual reminder of the expectations for students and staff. An MTSS committee has been created this year to support the tier 2 and tier 3 interventions that are needed for students to achieve success both academically and social emotionally. Tier 2 & 3 interventions for student behavior / social emotional issues are supported by the school counselor and school SW. • Framework for Teaching 4c. – teachers in low incidence programs have created their own daily communication logs that are used in all the low incidence classrooms. Students, teachers and parents use it to communicate on a daily basis. Counselor conducts a yearly high school information/application seminar for all 8th graders, vendors/speakers are scheduled at open house and parent teacher conferences, principal sends out newsletter, principal holds monthly Coffee with the Principal for parents to come and openly discuss school related issues in a welcoming environment • CPS Performance Standards for School Leaders - C3. - Staff/Student Behavior Aligned to Mission and Vision of School • Social Emotional Learning Standards – through the use of Second Step in all classrooms students are: developing self-awareness, and self-management skills to achieve school and life success, learning to establish and maintain positive relationships, and acquiring age appropriate decision making skills which all address the ISBE Social Emotional Standards. Middle School expounds on Second Step by the Counselor teaching 5 SEL based transition courses.

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.
 - Post and refer to clear, positively stated expectations and model expected behaviors.
 - Create routines and procedures central to the learning environment.

- 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 continuum of responses to behavior to effectively change student behavior.**
 - Ensure classroom instruction continues when problem behavior occurs.
 - Prefer responses that do not remove students from regular instructional setting or after school activities.
 - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
 - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
 - Support teachers to engage in restorative conversations or respond to behavior incidents.
 - Provide opportunities for students to take responsibility for repairing harm caused by their actions.
 - Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
 - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
 - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
 - Designate space and consistent staff to support implementation of ISS.
 - (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
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
Content Standards	Social Emotional Learning Standards

Parent Partnership:

The school develops strong parent partnerships characterized by involving parents in the instructional program, messaging expectations, fostering a better connection between the school and home, and inspiring participation and high levels of collaboration with families. The school provides opportunities for families to volunteer, build its parent community, and support the school's operations through activities including but not limited to participation on parent councils (e.g. PACs, BACs and PLNs). There are high levels of communication between schools and families is mutual and two-way. Families have a way to voice concerns and schools address and respond to input.

Score

1 **2** 3 4

• Examples of communication methods and content include: phone calls, written letters and emails. Teachers in low incidence programs have created their own daily communication logs that are used in all the low incidence classrooms. Students, teachers and parents use it to communicate on a daily basis. Counselor conducts a yearly high school information/application seminar for all 8th graders, vendors/speakers are scheduled at open house and parent teacher conferences, principal sends out newsletter, principal holds monthly Coffee with the Principal for parents to come and openly discuss school related issues in a welcoming environment. Communication through a network based grant allows for a counselor 3 times a week to communicate and do outreach with parents who students with attendance or tardiness issues. Home visits are conducted when necessary by the counselor and the administration. Parents volunteer at school 4 times a year to run an after school activity/crafts related to the different holidays, parents and LSC members hosted a dance for the 6-8th grade students. • Participation rates for Report Card Pick-Up was 86.39% which is a 3% increase from last year, Participation rate for survey completion for parents 75%, participation for Parent Portal was 80% • Outreach efforts include network based grant which allows for a counselor 3 times a week to communicate and do outreach with parents who students with attendance or tardiness issues. Home visits are conducted when necessary by the counselor and the administration. • Event Agendas and Flyers are sent out by administration as well as the individual teachers. Parents are informed through parent newsletter as well as teacher communication to assemblies/presentations/meetings... • Fundraising includes • The school honors and reflects the diversity of families including language and culture by sending home all correspondence to parents in English and Spanish, having an interpreter for meetings, embracing culturally celebrated holidays through assemblies and classroom activities. Examples of this include...black history month, cinco de mayo • Five Essentials Score- Involved Families • My School My Voice survey scores - outreach to parents, parent teacher trust • Framework for Teaching 2c. - Managing Classroom Procedures - All Classrooms are using CHAMPS as their classroom management, which includes classroom rules that allow for mutual respect to happen throughout the day. The school counselor also checks in periodically to see if teachers need more support implementing CHAMPS. There are CHAMPS posters throughout the school, in classrooms, and designated areas to be a visual reminder of the expectations for students and staff. Students are aware of classroom rules as they are created together at the beginning of the year and reviewed as needed throughout the year. Middle School has created a rewards system for behavior and has offered quarterly incentives for students to participate in. • Framework for Teaching 4c. – teachers in low incidence programs have created their own daily communication logs that are used in all the low incidence classrooms. Students, teachers and parents use it to communicate on a daily basis. Counselor conducts a yearly high school information/application seminar for all 8th graders, vendors/speakers are scheduled at open house and parent teacher conferences, principal sends out newsletter, principal holds monthly Coffee with the Principal for parents to come and openly discuss school related issues in a welcoming environment • CPS Performance Standards for School Leaders - D1. - Engages Families • Social Emotional Learning Standards – through the use of Second Step in all classrooms students are: developing self-awareness, and self-management skills to achieve school and life success, learning to establish and maintain positive relationships, and acquiring age appropriate decision making skills which all address the ISBE Social Emotional Standards. Middle School expounds on Second Step by the Counselor teaching 5 SEL based transition courses.

Guide for Parent Partnership

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of communication methods and content
	✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
	✓ Outreach efforts
	✓ Documentation of responsiveness to Parent Support Center concerns raised
	✓ Event agendas, flyers
	✓ Fundraising activities and amounts (if applicable)
Measures	✓ How does the school honor and reflect the diversity of families including language and culture?
	✓ Five Essentials Score – Involved Families
Five Essentials Involved Families	
CPS Framework for Teaching	2c. Managing Classroom Procedures
	4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families

School Excellence Framework Priorities

Score Framework dimension and category

Area of focus Ø= Not of focus

2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1	2	3	4	5	Ø
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1	2	3	4	5	Ø
2	Expectations for Quality & Character of School Life: Parent Partnership	1	2	3	4	5	Ø
2	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	Ø
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1	2	3	4	5	Ø
3	Expectations for depth & breadth of Quality Teaching: Instruction	1	2	3	4	5	Ø
3	Expectations for depth & breadth of Student Learning: Curriculum	1	2	3	4	5	Ø
3	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	Ø
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	Ø
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	Ø
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1	2	3	4	5	Ø
4	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1	2	3	4	5	Ø
4	Culture of & Structure for Continuous Improvement: Professional Learning	1	2	3	4	5	Ø
4	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1	2	3	4	5	Ø
4	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	Ø

4 Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence

1	2	3	4	5	0
---	---	---	---	---	---

4 Expectations for Quality & Character of School Life: Restorative Approaches to Discipline

1	2	3	4	5	0
---	---	---	---	---	---

Goals

Required metrics (Elementary)

18 of 18 complete

National School Growth Percentile - Reading

2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
---------------------	---------------------	-------------------	-------------------

During the 15-16 School Year reading growth decreased significantly. We have implemented interventions for these grades based on RIT and hope to see growth increase back to the 55% level in two years.

55.00

34.00

44.00

55.00

National School Growth Percentile - Math

We were able to get to the 47% in 15-16 and would like to continue with the is strong level of growth, but recognize that that growth needs to be realistic as well. As with reading, we have implemented interventions based on RIT. We have purchased new Math instructional materials aligned to the CCSS and teachers are becoming more familiar on how to leverage it.

10.00

47.00

59.00

70.00

% of Students Meeting/Exceeding National Ave Growth Norms

We have new teachers, new math curriculum, Intervention block periods from 3-8th grade, new reading program. Wh hope to be above the 60th percentile by the end of two years.

49.40

(Blank)

55.00

61.00

African-American Growth Percentile - Reading

Enrollment does not support this subgroup

(Blank)

(Blank)

0.00

0.00

Hispanic Growth Percentile - Reading

This year we have new reading program, We now have a full time bilingual specialist and we have 13 ESL endorsed teachers and bilingual aides that assist in the classrooms and an after school reading program for ELL students. We have had professional development regarding WIDA standards and follow up with our Network.

71.00

50.00

60.00

70.00

English Learner Growth Percentile - Reading

Enrollment does not support this subgroup

(Blank)

(Blank)

0.00

0.00

Diverse Learner Growth Percentile - Reading

Enrollment does not support this subgroup

(Blank)

(Blank)

0.00

0.00

African-American Growth Percentile - Math

Enrollment does not support this subgroup

(Blank)

(Blank)

0.00

0.00

Hispanic Growth Percentile - Math

The new math curriculum has been purchased for all grades. It will take awhile for teachers/students to adapt new curriculum but has hands on materials, videos, and students can have their own log on to access it at school and home. We now have a full time bilingual specialist and we have 13 ESL endorsed teachers and bilingual aides that assist in the classrooms and an after school reading program for ELL students. We have had professional development regarding WIDA standards and follow up with our Network. We have demonstrated strong growth in math and want to maintain this momentum.

12.00

56.00

63.00

70.00

English Learner Growth Percentile - Math

Enrollment does not support this subgroup	(Blank)	(Blank)	0.00	0.00
---	---------	---------	------	------

Diverse Learner Growth Percentile - Math

Enrollment does not support this subgroup	(Blank)	(Blank)	0.00	0.00
---	---------	---------	------	------

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

With the focus on increasing the number of students meeting and exceeding their growth targets we believe this target should grow as well. The goals are set based on decreasing the percent of students not hitting the attainment by 10%. Intervention (enrichment) groups have been created for our highest performing students and those close to achieving attainment.	20.00	18.00	26.00	34.00
---	-------	-------	-------	-------

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

With the focus on increasing the number of students meeting and exceeding their growth targets we believe this target should grow as well. The goals are set based on decreasing the percent of students not hitting the attainment by 10%. Intervention (enrichment) groups have been created for our highest performing students and those close to achieving attainment.	19.00	21.00	29.00	37.00
---	-------	-------	-------	-------

National School Attainment Percentile - Reading (Grade 2)

Students are supported by Reading in Motion as a supplemental reading program. Our first and second grade classes are split first-second grade to support our EL learners.	(Blank)	1.00	10.00	20.00
--	---------	------	-------	-------

National School Attainment Percentile - Math (Grade 2)

Our first and second grade classes are split first-second grade to support our EL learners. We have purchased new Math instructional materials aligned to the CCSS and teachers are becoming more familiar on how to leverage it.	(Blank)	3.00	10.00	20.00
---	---------	------	-------	-------

% of Students Making Sufficient Annual Progress on ACCESS

We now have a full time bilingual specialist and we have 13 ESL endorsed teachers and bilingual aides that assist in the classrooms and an after school reading program for ELL students. K-2 has been restructured to include a 1-2 split monolingual English and 1-2 split ELL class to better prepare students. We have had professional development regarding WIDA standards and follow up with our Network.	48.90	41.30	48.00	56.00
--	-------	-------	-------	-------

Average Daily Attendance Rate

The trend is going up. We have made a 4% increase over the last four years despite a significant number of students who are identified as medically fragile or other health impairments. Partnership	88.20	91.20	92.50	94.00
--	-------	-------	-------	-------

My Voice, My School 5 Essentials Survey

Our goal is to advance to Moderately Organized in 16-17 and Organized in 17-18.	(Blank)	(Blank)	(Blank)	(Blank)
---	---------	---------	---------	---------

Custom metrics

0 of 0 complete

2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
---------------------	---------------------	-------------------	-------------------

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...





*If we continue to build and support the Christopher Culture and Climate Leadership Team (3CLT) with a focus on Restorative Justice Practices....

Then we will see an increase in relational trust through positive interactions between students, staff, parents and community members that are highly respectful, reflect genuine warmth and caring, and are sensitive to all stakeholders as individuals.

An increase of relational trust between all school participant leading to personal, social, and academic growth and student attendance.

Tags:
Attendance, SEL, ILT, Trust, Restorative justice

Area(s) of focus:
4, 2

Action step 	Responsible 	Timeframe 	Evidence for status 	Status
provide professional development through out the year, focusing on relationships, relational trust and restorative conversations.	Administrators 3CLT ILT Teachers	Jul 1, 2016 to Jun 30, 2018	We will provide exit slips for staff at the end of professional development and ask staff for questions/answers to follow up on and to use for next professional development.	Not started
Continue the work of the Christopher Climate and Culture Leadership team (3CLT) with the focus on building a supportive environment.	3CLT	select	School Culture and Climate team will provide a beginning of the year school climate survey to all staff members, check in with all staff middle of the year, and school climate survey at the end of the year.	Not started
Continue the growth of ILT so that it can support staff at grade level meetings, review data, and conduct peer observations.	ILT	select	Create grade level meeting agendas and minutes, use peer observation forms to collect feedback for teachers, and utilize the data to inform instructional decisions.	Not started
Continue with our ALL school tier 1 Second Step program, which supports social emotional growth for students.	Administrators 3CLT ILT Teachers	select	Student observations, Second Step posters hung up in classrooms, language is used throughout the school, and counselor monitors, checks-in, and provide supports.	Not started

Attendance

Continue monitoring student attendance including a monthly review of the attendance and On-Track Data reports, include student attendance on Grade Level Agendas for weekly GL meetings, ensure the process for Home/Hospital students is followed	Administrators Teachers School Counselor Case Manager	Jul 1, 2016 to Jun 30, 2018	Minutes from monthly attendance meetings, GLM agendas and minutes	Not started
--	--	--------------------------------	---	-------------

Attendance

Continue with positive recognitions and incentives for students such as monthly recognition of classrooms with highest monthly attendance, goal setting for end of year attendance monitor..	Attendance Committee School Administration	select	Display of monthly awarded pennants, Quarterly certificates of attendance, monthly increases on attendance monitor	Not started
--	---	--------	--	-------------

Strategy 2

If we do...

...then we see...

...which leads to...

If we provide interventions that are implemented by both teachers and paraprofessionals

Our students develop reading and math skills

Academic growth and achievement at grade level

Tags:

MTSS, Literacy/Reading, Core Instruction, Diverse Learners, Intervention, Personalized Learning, Curriculum, Academic gain, Differentiated instruction

Area(s) of focus:

1

Action step ?

Responsible ?

Timeframe ?

Evidence for status ?

Status

Review data quarterly.

Teacher, paraprofessionals, students, and parents

Jul 1, 2016 to Jun 30, 2018

- Weekly grade level meetings
- analysis of student data gathered from progress monitoring and NWEA scores

Not started

Interventions

place students into tiered intervention groups

Teacher, paraprofessionals, students

select

- Weekly grade level meetings
- analysis of student data gathered from progress monitoring and NWEA scores

Not started

monitor progress every 2-5 weeks

Teacher, paraprofessionals

select

- Weekly grade level meetings
- analysis of student data gathered from progress monitoring and NWEA scores

Not started

Confer with parents/guardians

Teacher, paraprofessionals, and parents

select

- Weekly grade level meetings
- analysis of student data gathered from progress monitoring and NWEA scores

Not started

Strategy 3

If we do...

...then we see...

...which leads to...

If we implement units of learning that incorporate scaffolding, TDQ's, DOK, leveled reading, differentiation based on data gathered from a variety of sources such as, MClass, Amplify, NWEA, and formative and summative classroom assessments.

Teachers becoming better informed about their student's learning and be able to design curriculum to meet the student's learning needs....

Students becoming critical thinkers, problem solvers, and self-starters.

Tags:

MTSS, Literacy/Reading, Math, Core Instruction, Assessment, Curriculum Design, Data Use, Personalized Learning, Instruction, Academics, Differentiated instruction

Area(s) of focus:

2

Action step ?

Responsible ?

Timeframe ?

Evidence for status ?

Status

Teachers communicate with administration for needed professional development	Teacher Administrators Paraprofessionals Parents Students ILT	Jul 1, 2016 to Jun 30, 2018	- Grade level meeting minutes - ILT minutes - Exit slips from professional development - Ongoing develop of unit and lesson plans	Not started
--	--	--------------------------------	--	-------------

Rigour, Academics, Professional development

Seek and receive support from colleagues to evaluate and adjust curricular unit plans to best support student learning.	Teacher Administrators Paraprofessionals	select	Grade level meeting minutes - ILT minutes - Exit slips from professional development - Ongoing develop of unit and lesson plans	Not started
---	--	--------	--	-------------

Strategy 4

If we do...

Use rigorous academic vocabulary and hold our students to the expectation that they use the academic vocabulary consistently

...then we see...

That our students can participate in academic discourse as well as provide our EL students with a better understanding of the English language

...which leads to...

Higher academic achievement and high quality collaborative conversation and prepare college and career ready students

Tags:

Literacy/Reading, English Learners, Curriculum Design, Instruction, Instructional practices, Curriculum, Rigour, Academic gain

Area(s) of focus:

2

Action step [?]	Responsible [?]	Timeframe [?]	Evidence for status [?]	Status
Incorporate academic vocabulary in unit plans, lesson plans and daily instruction.	Teachers Students Parents Paraprofessionals Administration	Jul 1, 2016 to Jun 30, 2018	- Word wall - Student writing and discussion with academic vocabulary - Collaborative conversation rubric	Not started

English Learners, Instruction, Rigour, Academics

Create interactive word walls and provide students opportunities to use academic vocabulary.	Teachers Students Paraprofessionals	select	- Word wall - Student writing and discussion with academic vocabulary - Collaborative conversation rubric	Not started
Administration will review and observe implementation of unit plans/lesson plans	Administration	select	- Word wall - Student writing and discussion with academic vocabulary - Collaborative conversation rubric	Not started

Action Plan

District priority and action step	Responsible	Start	End	Status
-----------------------------------	-------------	-------	-----	--------

<p>✚ provide professional development through out the year, focusing on relationships, relational trust and restorative conversations.</p> <p>Tags: Attendance, SEL, ILT, Trust, Restorative justice</p>	Administrators 3CLT ILT Teachers	Jul 1, 2016	Jun 30, 2018	Not started
<p>✚ Continue the work of the Christopher Climate and Culture Leadership team (3CLT) with the focus on building a supportive environment.</p> <p>Tags: Attendance, SEL, ILT, Trust, Restorative justice</p>	3CLT			Not started
<p>✚ Continue the growth of ILT so that it can support staff at grade level meetings, review data, and conduct peer observations.</p> <p>Tags: Attendance, SEL, ILT, Trust, Restorative justice</p>	ILT			Not started
<p>✚ Continue with our ALL school tier 1 Second Step program, which supports social emotional growth for students.</p> <p>Tags: Attendance, SEL, ILT, Trust, Restorative justice, Attendance</p>	Administrators 3CLT ILT Teachers			Not started
<p>✚ Continue monitoring student attendance including a monthly review of the attendance and On-Track Data reports, include student attendance on Grade Level Agendas for weekly GL meetings, ensure the process for Home/Hospital students is followed</p> <p>Tags: Attendance, SEL, ILT, Trust, Restorative justice, Attendance</p>	Administrators Teachers School Counselor Case Manager	Jul 1, 2016	Jun 30, 2018	Not started
<p>✚ Continue with positive recognitions and incentives for students such as monthly recognition of classrooms with highest monthly attendance, goal setting for end of year attendance monitor..</p> <p>Tags: Attendance, SEL, ILT, Trust, Restorative justice</p>	Attendance Committee School Administration			Not started
<p>✚ Review data quarterly.</p> <p>Tags: MTSS, Literacy/Reading, Core Instruction, Diverse Learners, Intervention, Personalized Learning, Curriculum, Academic gain, Differentiated instruction, Interventions</p>	Teacher, paraprofessionals, students, and parents	Jul 1, 2016	Jun 30, 2018	Not started
<p>✚ place students into tiered intervention groups</p> <p>Tags: MTSS, Literacy/Reading, Core Instruction, Diverse Learners, Intervention, Personalized Learning, Curriculum, Academic gain, Differentiated instruction</p>	Teacher, paraprofessionals, students			Not started
<p>✚ monitor progress every 2-5 weeks</p> <p>Tags: MTSS, Literacy/Reading, Core Instruction, Diverse Learners, Intervention, Personalized Learning, Curriculum, Academic gain, Differentiated instruction</p>	Teacher, paraprofessionals			Not started
<p>✚ Confer with parents/guardians</p> <p>Tags: MTSS, Literacy/Reading, Core Instruction, Diverse Learners, Intervention, Personalized Learning, Curriculum, Academic gain, Differentiated instruction</p>	Teacher, paraprofessionals, and parents			Not started
<p>✚ Teachers communicate with administration for needed professional development</p> <p>Tags: MTSS, Literacy/Reading, Math, Core Instruction, Assessment, Curriculum Design, Data Use, Personalized Learning, Instruction, Academics, Differentiated instruction, Rigour, Academics, Professional development</p>	Teacher Administrators Paraprofessionals Parents Students ILT	Jul 1, 2016	Jun 30, 2018	Not started
<p>✚ Seek and receive support from colleagues to evaluate and adjust curricular unit plans to best support student learning.</p> <p>Tags: MTSS, Literacy/Reading, Math, Core Instruction, Assessment, Curriculum Design, Data Use, Personalized Learning, Instruction, Academics, Differentiated instruction</p>	Teacher Administrators Paraprofessionals			Not started
<p>✚ Incorporate academic vocabulary in unit plans, lesson plans and daily instruction.</p> <p>Tags: Literacy/Reading, English Learners, Curriculum Design, Instruction, Instructional practices, Curriculum, Rigour, Academic gain, English Learners, Instruction, Rigour, Academics</p>	Teachers Students Parents Paraprofessionals Administration	Jul 1, 2016	Jun 30, 2018	Not started
<p>✚ Create interactive word walls and provide students opportunities to use academic vocabulary.</p> <p>Tags: Literacy/Reading, English Learners, Curriculum Design, Instruction, Instructional practices, Curriculum, Rigour, Academic gain</p>	Teachers Students Paraprofessionals			Not started
<p>✚ Administration will review and observe implementation of unit plans/lesson plans</p> <p>Tags: Literacy/Reading, English Learners, Curriculum Design, Instruction, Instructional practices, Curriculum, Rigour, Academic gain</p>	Administration			Not started

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.

NCLB Program

☒ NCLB 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.

☒ NCLB 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

No Child Left Behind (NCLB), 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 NCLB 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 Plan

Parent Involvement Policy

Complete

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

Our Annual Principal Meeting and Organizational Meeting for Title 1 PAC will be held October 4, 2016. The parental involvement policy will be reviewed at least twice a year with parents. Parental input will also be encouraged through the CIWP process. Parents will determine how funds are spent and the Principal ensures they follow guidelines and procedures.

The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, 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 involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in the NCLB, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

The school will hold an annual meeting and organizational meeting for Title 1 PAC on October 4, 2016 to inform them of the school's participation in NCLB, Title 1 programs, and to explain the Title 1 requirements and their right to be involved in the Title 1 programs. The school will also offer a number of additional parental involvement meetings, including school PAC meetings, at different times, and will invite all parents of children participating in the NCLB, Title 1 program to these meetings, and encourage them to attend. Reminder notices are sent home with students for all meetings in both English and Spanish.

Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.

Christopher has an Open House annually in September to discuss the school's policies/procedures, programs, promotion policy and curriculum. During the State of the School, assessment tools, data, progress and expectations are presented. Parents are invited and strongly encouraged to attend our two Parent Conferences-Report Card Pick-Up days to discuss their child's progress.

At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents 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.

Christopher supports monthly parent meetings such as NCLB, PAC, BAC, LSC. These meetings provide opportunities for parents to provide suggestions, participate, and discuss concerns or ideas they may have.

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

Parents are given their copies of the child's performance results on the State assessments annually when they are received by the school. Teachers meet with parents during Parent Conferences-Report Card Pick-Up to discuss their child's results and progress. Parents are encouraged to schedule conferences to discuss assessment or student progress throughout the school year.

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

All teachers are Highly Qualified. If this were to change, proper procedures would be implemented to inform parents/guardians.

Schools will assist parents of participating NCLB 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.

Throughout the school year parents have opportunities through various meetings to hear speakers and school staff discuss progress and expectations for our students along with CCSS and achievement standards.

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

Christopher offers a computer class for parents which includes an ESL component to meet the needs of our parents. Parents were provided with an exclusive opportunity to meet with representatives from Comcast to receive Internet services at home for an extremely low rate. Parents were invited and encouraged to attend our Family Literacy and Math Night activities where they could learn how to support their child/children at home.

Schools will educate all staff in the value and utility of contributions by parents and in how to reach out to, communicate and work with, parents as equal partners in the education of their children and in how to implement and coordinate parent programs and build ties with parents. Please describe how this will be accomplished.

Teachers are expected to contact parents when issues arise with the students and if appropriate or needed, administration becomes involved. For students in our cluster programs, special education teachers maintain daily communication with the parents through communication books/notebooks. Staff are encouraged throughout the school year to contact parents regarding student progress and upcoming activities their students are involved in such as assemblies.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent 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 in more fully participating in their children's education. Please describe how this will be accomplished.

Christopher currently does not have a pre-school program. Information is made available for parents regarding Child Find Screening Program and registration and inform them of schools that have pre-school programs for reference.

Schools will ensure that information related to the school and parent 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 of NCLB, PAC, BAC, LSC, Open House, Parent Conferences and any other meeting are published in both English and Spanish on our monthly calendar, Parent Monthly Newsletter and reminder notices. Report cards are available in both English and Spanish. LSC agendas and Principal Report are available in both English and Spanish. All school correspondence is sent home in English and Spanish.

Policy Implementation Activities

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

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

☒ The school will coordinate the parent involvement programs identified in the CIWP.

☒ The school will evaluate the parent involvement 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

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.)

Christopher, consistent with its mission to Reach All, Teach All and Include All is committed to providing a differentiated academic program that will support all of our students through professional development and shared leadership with an emphasis on CCSS in literacy, math, and Next Generation Science Standards along with technology and inclusive educational activities. We foresee that all students will succeed in an inclusive, positive, supportive and safe learning environment that facilitates each student's growth, emphasizing academic excellence, socialization and communication.

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

Parent-Teacher conferences are held twice a year, at the end of the first and third marking periods. Parents have the opportunity to meet with their child's teachers individually to discuss their progress in school at any time during the school year.

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

Progress Reports are distributed for all students at the 5th, 15th, 2th and 35th week of school. Report Cards and IEP Progress Report Cards are distributed quarterly with the Standard Report Card. Distribution days are aligned to with the CPS calendar for distribution.

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

Appointments are made with parents when requested.

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

Parents are encouraged to volunteer at Christopher. Some parents volunteer to assist with special projects and chaperone field trips. Parents of incoming special education students are invited to attend an Open House during the school day so parents can meet some members of the staff, tour the building and see our program in progress. Parents are able to observe in classrooms with an appointment.

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

Parents are contacted and requested to attend a meeting to discuss the progress of students who are not making appropriate academic progress, attendance or social/emotional/behavioral concerns.

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 are able to and are encouraged to meet with their child's teacher(s), counselor, and/or school administration regarding any concerns they may have about their child's education/educational needs. Parents can call, write, or come in person to request a conference. Interpreters are made available to prevent any language barriers. Parents meet at least annually to discuss their child's progress and develop their IEP.

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).

Students are expected to be on time and prepared for school and in uniform daily. They are expected to be active learners and turn all assignments in on time. Students receive positive recognition throughout the school year for academic achievement, attendance, and positive contributions to their learning.

Parent Budget

Complete

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

Increase student achievement by helping parents understand ways to support the curriculum and CIWP goals at home with their children.

Allocate your Mandated Title 1 Parent Involvement Funds to support your Parent Involvement Program.

Account(s) Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$	Amount	.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$	1927	.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	642	.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$	Amount	.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$	Amount	.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	Amount	.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$	Amount	.00
53510	Postage Must be used for parent involvement programs only.	\$	Amount	.00
53306	Software Must be educational and for parent use only.	\$	Amount	.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$	Amount	.00